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Papers

FOR

The Schoolmaster.

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* This Question was inserted at p. 90, and answered at p. 118, vol. xi.; but as the solution does not agree with that in Cornwell and Fitch's Arithmetic, it may be considered as still open either for confirmation or correction.

PAPERS FOR THE SCHOOLMASTER.

No. 145.

MARCH 1, 1863.

The New Syllabus.

OUR READERS will observe that the old Syllabus has suffered considerable alteration. The alteration is twofold. Some subjects have been withdrawn, and others have had attached to them a different relative value. Those who are reading for the examinations must carefully bear all this in mind. Positive knowledge becomes less recognised, but real education and the power of using positive knowledge will be encouraged. So far the change is not to be deprecated. The alternative subjects of the second year have disappeared from the list, but good reading is more highly valued, and composition, as a distinct subject of examination, comes in. Real culture will be tested by reading and composition much more than by a rapid accumulation of positive knowledge, which may be the result of mere cramming. On this account *History and Geography* have suffered the loss of 10 marks. *Geometry*, from its value as a mental exercise, retains its 60 marks. *Arithmetic* has been swollen to 90, which looks only the more extravagant when contrasted with 60 for *the Bible*. A new undefined subject, of doubtful value in the absence of suitable text-books, is valued at 50, i.e., only ten less than the Bible, though it should be acknowledged that *Liturgy and Church History* come in to supplement the subject of *Religious Knowledge* by another 40 marks. As *Grammar* is only practically valuable so far as it helps *Composition*, we do not complain of the marks assigned respectively to them, 40 and 60. But we are utterly at a loss to comprehend why in the paper upon *Grammar*, are to be included questions on *Latin Accidence*. If the

object were to encourage the study of Latin and comparative language, we should not complain, but Latin vanishes from the second year altogether. The only purpose served will be to confound the Grammar of the English by making it to conform to that of another language with which it has little agreement.

We recommend Readers to make the best of the Syllabus. Let them cultivate good reading and composition. Make a good and solid and compact roadway; the rails may be laid down at any time as they are needed. The railway upon a sand foundation will not stand, and there may be only the present opportunity of forming a solid one. Grammar, Analysis, and Paraphrasing are, in the absence of the opportunity of learning other languages, excellent methods of studying composition: of these, paraphrasing is the most difficult, and requires the help and oversight of more cultivated minds. Nothing is more easy than to change the words of an author into words of our own. Nothing is more difficult than to do so without weakening or spoiling the author's meaning. The object should be to grasp in all its fulness the writer's thought, to make it our own, and to re-cast it in our own minds and words. The metal must be melted into fluid, poured out of the author's paragraph, poured into our own, and once more made solid in the outer shape of our own words.

The following quotations express the object of this kind of exercise. We shall probably supply our Readers from time to time with specimens from Wordsworth's "Excursion."

PARAPHRASING.

(1.) The Student must remember that his business is with the *words* rather than the *thoughts* contained in the passage given for paraphrase. He has to change the *former* without adding to or taking from the *latter*. He must grasp the author's meaning, make it his own, and express it in his own words.

(2.) A mere mechanical substitution of one word for another will not do. Beginners are apt enough to fall into this mistake. They look out in the dictionary

for apparent synonyms, and put them in the place of the original words. But from want of skill to distinguish shades of meaning, they often sadly disguise and distort the sense.

(3.) In order, therefore, that a paraphrase may be satisfactory there must be a change not only of words but of phrases and idioms, and of the structure of the sentences.

- (a) The language of the paraphrase ought, if possible, to be simpler than the original.
- (b) Plain and literal expression should be substituted for tropes and metaphors.
- (c) A long sentence may be broken up into two or three short ones.
- (d) Variety of expression may be obtained by inverting the order, using a passive form for an active one, an indirect phrase for a direct one, a participial clause for a subordinate sentence, and the reverse.
- (e) Care must be taken not to disturb the relative importance of the thoughts and arguments. A thought which in the original is subordinate, and is therefore expressed by a subordinate sentence, must not in the paraphrase be allowed to occupy a leading place.

(4.) It will be found a useful exercise to collect words generally regarded as synonymous, to investigate the various senses in which they are used, and to see how far one word can or can not be substituted for another.

In the same way, the student may improve his style, and increase his command of language, by treasuring up the apt phrases and idiomatic turns of expression which he meets with in his reading.—*Preface in "Wordsworth's Excursion," Book I., by Rev. H. G. Robinson.*

LECTURE ROOM NOTES ON ST LUKE.

No. I.

Chap I. (1—4).—Explains the motives which led the Evangelist to write the Gospel which bears his name. Others who had not been themselves eye-witnesses had written down accounts of things which had been *orally* taught by the Apostles. He could not, therefore, have been acquainted with the histories of any other Evangelist. (4) *Theophilus*—a real person, for whose sake and for the sake of other disciples represented by him the Gospel is written. (5) *Herod the King*—the student should be able to draw up a genealogical table of the Herods, and point out the part which each of the family took in the history of the New Testament; *course*—the priests were divided into 24 courses, or weekly services. (9—10) The people remained without while the priest burnt the incense, the smoke of which was the symbol of prayer ascending up to Heaven. While this was burning on the *altar of incense*, the sacrifice was offered on the large altar of burnt offering which stood in the outside court of the priest's (Exod. xl. 5, 26). (16) *shall turn*—the

office of John was to prepare the way for Christ, by representing in his own person the Law and the Prophets; he bridged over the two dispensations. (17) *in the spirit and power of Elias*—John was the forerunner of Christ in His humiliation, as Elijah shall be at the Second Coming. (18) Compare Abraham's faith at the predicted birth of Isaac. (19) *in the presence of God*—denoting his exalted order. (21) the people waited the return of the priest, whose *representative* he was considered to be. (25) *reproach*—of barrenness. (28) *blessed among*—i.e., more than others. Because some have unduly exalted the Virgin, we must not hold back the honour which the angel gives (32) *his father David*—this verse points to Mary as of the lineage of David, as verse 27 did to Joseph. (35) *overshadow*—as a cloud broods over the earth. (39) *in those days*—allowing time for what is related in Matt. i. 18—25. As soon as Mary had heard from the angel the condition of Elizabeth, she travels to the far hill country to congratulate her cousin, and to reveal all that had occurred to herself. Pondering in her heart how she could without shame and misunderstanding disclose her situation, her fears are set at rest by the salutation of Elizabeth. (43) *of my Lord*—a witness of the Divine nature of the babe, spoken by Elizabeth in the spirit of prophecy (Psalms cx. 1). (46—65) Compare the *Magnificat* with the Song of Hannah (1 Samuel ii.) This hymn, in which the Church has sung for ages its evening song of praise, was introduced into our Liturgy in the First Book of Edward VI. It may be analysed* thus:—1. Praise for personal mercies (46—49). 2. For God's mercies to His people generally (47-53). 3. To Israel (54-55). (46) *Magnify*—to praise, so as to excite others to do the same; *soul*—*spirit*, the two together forming the whole inner being; *soul* is the lower nature where the passions and desires, corresponding to the instincts of animals, have their play; *spirit* is the higher nature, within which the Holy Spirit works and controls both soul and body. (48) *lowliness*—low state. (59) *called*—at circumcision, as now at baptism, children received their names. The custom had its rise in the fact that when circumcision was first instituted Abram and Sarai were changed to Abraham and Sarah (Gen. xvii. 5—15). (63) *table*—a wax tablet. The ancients wrote on wax by a style or metallic pen, one end of which being flattened, what was written could be smoothened over, and so rubbed out by pressing it over the wax. (68—79) The song of Zechariah in celebration of the *fulfilment* of the Angel's prophecy is suitably introduced into the Prayer-book, after the second lesson in the morning's service. It was called in the Rubric of the first book of Edward VI. 'a thanksgiving for the performance of God's promises.' (69) *horn*—not the horn of the altar for *refuge*—but the horn of *defence*. (75) Sufficiently denotes that the song looks to more than temporal greatness. (77) 'remission of sins' is used to explain 'knowledge of salvation.' The deeper truths of salvation were not yet revealed; we baptise children into this state of initiatory salvation, 'there is one baptism for the remission of sins.' The Law and the Baptist taught the *knowledge* of sin, but Christ *salvation* from sin (see Acts xiii. 39., Rom. viii. 3) (80) *grew*—compare with

* See Bromby's Book of Common Prayer, p. 39.

ii. 40. The mind as well as body of the child Jesus was truly human, and, therefore, subject to the human law of growth and progressiveness. The Divine nature did not take the place of the human intellect, for this would be to deny the true humanity of the Saviour; *showing forth*—i.e., the opening out of his ministerial life.

CHRISTMAS EXAMINATION, 1862.

ARITHMETIC.

SECTION I.

No. 1.

Sum of $(11\frac{13}{100} - .35) \div (.05 - \frac{1}{75}) + (\frac{1}{125} + 6.007)$

$$= \left(\frac{1113}{100} - \frac{35}{100} \right) \div \left(\frac{15-4}{300} \right) + \left(\frac{56+6007}{1000} \right)$$

$$= \frac{1078}{100} \times \frac{300}{11} \times \frac{6063}{1000} = \frac{300063}{1000} = 300.063$$

Difference of $\frac{2}{3} (1.35 - .72)$ and 5.0004

$$= 5.0004 - \frac{2}{3} \text{ of } .63 = 4.5804$$

Quotient = $300.063 \div 4.5804 = 65.5102 +$ Ans.

No. 2.

Fraction = $\frac{1 \text{ ton } 2 \text{ cwt. } 6 \text{ lbs.}}{\frac{13}{40} \text{ of } 5 \text{ tons } 17 \text{ cwt. } 6 \text{ lbs.}} = \frac{2470 \times 46}{13 \times 13110} = \frac{23}{613} \text{ Ans.}$

No. 3.

$$\sqrt{7} = 2.6457 +$$

$$\sqrt{\frac{25}{144}} = \frac{5}{12}$$

Product = $2.6457 \times \frac{5}{12} = 1.1023 +$ Ans.

SECTION II.

No. 1.

Spends in 1 year = $22s. \times 365 = £401 \text{ } 10s.$

Saves at end of year $£525 - £401 \text{ } 10s. = £123 \text{ } 10s.$ Ans.

No. 2.

Weight of gold $£46 \text{ } 14s. \text{ } 6d.$, or $11214d.$ buys = $1lb.$

$\therefore$ ———— $1d.$ “ = $11\frac{1}{214} lbs.$

and ———— $£1$ or $240d.$ “ = $11\frac{240}{214} lbs. = 5dwts. \text{ } 3\frac{171}{214} qrs.$

No. 3. By first principles.

120 bushels serve 14 horses for 56 days.

120 “ “ 1 “ 56×14 days.

1 “ “ 1 “ $\frac{56 \times 14}{120}$ “

90 “ “ 1 “ $\frac{56 \times 14}{120} \times 90$ days. $\therefore$

90 “ “ 6 “ $\frac{56 \times 14 \times 90}{120 \times 6}$ “ = 98 days. Ans.

SECTION III.

No. 1.

Interest on £100 for $3\frac{1}{2}$ yrs. at $4\frac{1}{2}$ per cent. = $£4\frac{1}{2} \times 3\frac{1}{2}$

“ £1 “ “ = $£\frac{4\frac{1}{2} \times 3\frac{1}{2}}{100}$

“ £215 $\frac{3}{4}$ “ “ = $£\frac{4\frac{1}{2} \times 3\frac{1}{2} \times 215\frac{3}{4}}{100}$

= £31 0s. 11 $\frac{1}{2}$ d. Ans.

No. 2.

Total profits = £23 1s. 5 $\frac{1}{2}$ d. + £64 3s. 3 $\frac{2}{3}$ d. + £39 8s. 7 $\frac{2}{3}$ d. = £126 13s. 4d.

Now, £126 13s. 4d. is gained by £700; by what portion of this £700 is each merchant's profit made?

By Statement

	£	s.	d.	:	£	s.	d.	:	£	£	s.	d.		
(a)	126	13	4	:	23	1	5 $\frac{1}{2}$	::	700	:	127	10	0	 Ans.

(b)	126	13	4	:	64	3	3 $\frac{2}{3}$	::	700	:	354	12	0	 “
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(c)	126	13	4	:	39	8	7 $\frac{2}{3}$	::	700	:	217	18	0	 “
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Total	...	...	...	£700	0	0
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SECTION IV.

No. 1.

No. of grains in 10 lbs. or 1 gallon = $7000 \times 10 = 70000$

∴ No. of cubic inches = $\frac{70000}{252 \cdot 458} = 277 \cdot 277 +$

No. 2.

Area of walls in sq. yds. } = $\frac{1}{8} \left([2(20\frac{1}{2} + 15\frac{3}{4})10\frac{1}{2}] - [(6\frac{3}{4} \times 4\frac{1}{8}) + (5\frac{1}{2} \times 5\frac{1}{4})] \right)$
 less doorway & fireplace }
 = $\frac{761\frac{1}{4} - 57}{9} = \frac{704\frac{1}{4}}{9}$

∴ Cost of walls = $\frac{704\frac{1}{4} \times 3}{9}$ d. = 0 19 6 $\frac{3}{4}$

Cost of ceiling = $\frac{1}{8} (20\frac{1}{2} \times 15\frac{3}{4})$ 8d. = 1 3 11

Total cost	£2	3	5 $\frac{3}{4}$	Ans.
------------	----	---	-----------------	------

No. 3.

No. of cubic feet of lead = $87\frac{2}{3} \times \frac{1}{8} = 11\frac{1}{2}$ Cost of $1\frac{1}{2}$ c. f. “ = 18s. 11d.

∴ — 1 c. f. “ = $\frac{18s. 11d. \times 125}{182} = \frac{227 \times 125}{182}$ d.

Now, £2 buys 19 $\frac{1}{2}$ cwt. of lead, how much will $\frac{227 \times 125}{182}$ d. buy.

By Statement,

480d. : $\frac{227 \times 125}{182}$ d. :: 19 $\frac{1}{2}$ cwt. : 6 cwt. 1 qr. 9 $\frac{3}{8}$ lbs. Ans.

(To be continued.)

H.H.

BOOKS TO READ.

When so much verbiage is daily issued from the press, when trashy novels and magazines are the staple food of the minds of the majority of readers, when even a bishop of our Church is not ashamed to attack what his position alone should have taught him was unimpeachable and unassailable, it becomes a grave and serious question to all individually, and teachers especially—What books shall I read?

To resolve doubts and to assist all our readers in the choice of proper books, we think it a good idea for all our contributors to send us constantly a sort of review of, or essay on, one of the books read by themselves during the month, shewing the beauties or defects which they contain, and the pleasures or disappointments which they have afforded. If it is found that a book is worth reading, let it be stated clearly why, and above all why worth a *Teacher's* while to read, and the contrary with an unsuitable book. A few extracts from the volume would materially assist in conveying an impression of its contents.

We will accompany this by one such contribution on Paley's Natural Theology. By this selection it will be seen that we do not mean that our Reviews should be confined to new books, on the contrary our idea is to draw attention to whatever is most suitable for the private study of teachers. Some of our body we hope are thoroughly conversant with Paley's Theology; it is such a book for excellence and matter that every one should possess an intimate acquaintance with it. New books are too frequently devoured to the disparagement of early writers, and to the detriment of the student. Many men perversely prefer a controversial Pastoral by the Bishop of Exeter, Dr. Cumming on the Revelations, or Spurgeon on Baptism, to the old theology of Chillingworth, Hooker, Jewell, Barrow, Tillotson, &c., whose valuable Divinity often lies unheeded on the library shelf.

PALEY'S NATURAL THEOLOGY.

Every chapter of this very valuable book is, without exception, eminently adapted for the perusal of Teachers, and to assist them in their work. Here are scientific subjects easily handled in such felicitous language that children can understand them. There runs through the book such a happy vein of illustration as is not to be found in any work yet written. It is homely, familiar, yielding at once both pleasure and instruction. There is a straightforwardness about the statements and illustrations that cannot be misunderstood, because they are never obscured by a cloud of technical theology.

The chief object of the book is to display the proofs of design in nature that everywhere surround us. Having proved that there is design it most naturally follows that there is a designer, a God. The acute reasoning displayed in the first two chapters cannot be paralleled. It is full and complete.

The book is precious and useful to Teachers for it will strengthen the reason, create a taste for searching among the wonderful works of the Creator, and supply an almost inexhaustable fund of illustrations for the daily school lessons.

Peruse the following passages :—

"I challenge any man to produce in the joints and pivots of the most complicated or the most flexible machine that was ever contrived, a construction more artificial, or more evidently artificial, than that which is seen in the vertebræ (or spinal bones) of the human neck. Two things were to be done. The head was to have the power of bending forward and backward, as in the act of nodding, stooping, looking upward or downward; and at the same time of turning itself around upon the body to a certain extent, the quadrant, we will say, or rather perhaps a hundred and twenty degrees of a circle. For these two purposes, two distinct contrivances are employed: first, the head rests immediately upon the uppermost of the vertebræ, and is united to it by a hinge-joint, upon which joint the head plays freely forward and backward, as far either way as is necessary, or as the ligaments allow; which was the first thing required. But then the rotatory motion is unprovided for, therefore, secondly, to make the head capable of this, a further mechanism is introduced; not between the head and the uppermost bone of the neck, where the hinge is, but between that bone and the bone next underneath it. It is a mechanism resembling a tenon and mortice."

"When we nod the head, we use the hinge-joint, which lies between the head and the first bone of the neck. When we turn the head round, we use the tenon and mortice, which runs between the first bone of the neck and the second.

"The skin and covering of animals is that upon which their appearance chiefly depends, and it is that part which perhaps in all animals is most decorated and most free from impurities. But were beauty, or agreeableness of aspect, entirely out of the question, there is another purpose answered by this integument, and by the collocation of the parts of the body beneath it, which is of still greater importance; and that purpose is concealment. Were it possible to view through the skin the mechanism of our bodies, the sight would frighten us out of our wits. 'Durst we make a single movement; asks a lively French writer,' or stir a step from the place we were in, if we saw our blood circulating, the tendons pulling, the lungs blowing, the humours filtrating, and all the incomprehensible assemblage of fibres, tubes, pumps, valves, currents, pivots, which sustain an existence at once so frail and so presumptuous?"

"The external ears of beasts of prey, of lions, tigers, wolves, have their trumpet part, or concavity, standing forwards, to seize the sounds which are before them namely, the sounds of the animals which they pursue or watch. The ears of animals of flight are turned backward, to give notice of the approach of their enemy from behind, whence he may steal upon them unseen. This is a critical distinction, and is mechanical; but it may be suggested, and I think not without probability that it is the effect of continual habit."

"The fang of a viper is a clear and curious example of mechanical contrivance. It is a perforated tooth, loose at the root; in its quiet state, lying down flat upon the jaw, but furnished with a muscle, which with a jerk, and by the pluck, as it were, of a string, suddenly erects it. Under the tooth, close to its root, and communicating with the perforation, lies a small bag containing the venom. When the fang is raised, the closing of the jaw presses its root against the bag underneath, and the force of this compression sends out the fluid with a considerable impetus through the tube in the middle of the tooth. What more unequivocal or effectual apparatus could be devised for the double purpose of at once inflicting the wound and injecting the poison? Yet, though lodged in the mouth, it is so constituted as, in its inoffensive and quiescent state, not to interfere with the animal's ordinary office of receiving its food. It has been observed, also, that none of the harmless serpents—the black snake, the blind worm, &c.—have these fangs, but teeth of an equal size; not movable, as this is, but fixed into the jaw."

"Many of these trees (observe in particular, the ash and the horse-chesnut,) produce the embryos of the leaves and flowers in one year, and bring them to perfection the following. There is a winter, therefore, to be gotten over. Now what we are to remark is, how nature has prepared for the trials and severities of that season. These tender embryos are, in the first place, wrapped up with a compactness which no art can imitate; in which state they compose what we call the bud. This is not all. The bud itself is enclosed in scales; which scales are formed from the remains of past leaves and the rudiments of future ones. Neither is this the whole. In the coldest climates a third preservative is added, by the bud having a coat of gum or resin, which, being congealed, resists the strongest frosts. On the approach of warm weather, this gum is softened, and ceases to be a hindrance to the expansion of the leaves and flowers. All this care is part of that system of provision which has for its object and consummation the production and perfecting of the seeds."

Extracts, Plymouth MSS. Magazine.

H. E.

CHURCH OF ENGLAND SCHOOLS LANCASHIRE RELIEF FUND.

Sum acknowledged last month	246	15	2
Sums received from January 20th to February 20th.			
St. David's School, Merthyr Tydvil, per Mr. Thomas	2	17	6
National School, Oswestry, per Mr. Feather	2	17	6
St. Mary's School, Bridgenorth, per Mr. Carter	0	16	0
National School, Acklington, per Mr. Vaisey	2	6	6
Pembroke Dock School, per Mr. Long	1	6	0
National School, Longwhatton, Loughborough, per Mr. London	2	7	0
National and Industrial School, Highgate, per Mr. James	1	18	2
Brightwell School, Wallingford, per Mr. Hobley	2	0	0
Girls' School, Havant, per Miss Lawsley	0	7	0
Wynne's School, Newmarket, per Mr. Nightingale	1	11	6
National School, Brampton, Cumberland, per Mr. Hugill	0	12	0
National School, Boston, Lincoln, Mr. Gane.....	1	10	0
National School, Duxford	0	15	6
Endowed School, Whitstable, per Mr. Denner	2	18	8
Fisherton School, Salisbury, per Mr. Lloyd	0	13	6
St. James's School, Morpeth, per Mr. Crake.....	0	11	9
Union Street School, Yeovil, per Mr. Maidment	0	19	0
Aldbury School, per Mr. Burden.....	2	7	2
Old Windsor Boys' School, per Mr. Wassey	1	10	5
Cambo School, Newcastle-on-Tyne, per Mr. Brown.....	0	15	0
Boys' School, Colnbrook, per Mr. Mabbit	0	10	10
National Schools, Lamborne, Hungerford, per Mr. Hussey.....	0	13	0
National School, Thurgoland, Sheffield, per Mr. Fowler	2	1	6

St. Paul's School, Hendon, per Mr. Watson	0	13	0
National School, Burnham Market, Norfolk, per Mr. Johns	0	11	0
Swadlincoth School, Burton on-Trent, per Mr. Waters.....	1	0	0
Lenton School, Cambridge, per Mr. Mutimer	1	2	1
Newton-on-Ouse Schools, York, per Mr. Bond.....	0	19	6
Flamstead School, Dunstable, per Mr. Wright	1	9	4
Newport National Schools, Isle of Wight, per Mr. Jones	0	16	0
National and Sunday Schools, Bolsterstone, per Mr. Mitchell.....	2	1	10
Kirby Underdale Schools, Pocklington, per Mr. Magee	1	3	0
The School, Long Bennington, Mr. Bee.....	0	10	0
Splatt's School, Whistone, Exeter, Mr. Cheeseworth	0	10	0
St. Mary's Girl's School, Nottingham, Miss Smith	0	10	0
Longdale National School, Ambleside, Westmoreland, Mr. Twist	0	10	0
Bray and Longport School, Mr. Stafford	0	17	9
Longford National School, Derby, Mr. Woodcock	4	5	0
Hannah More House, St. Philip's, Bristol, Mr. Courtenay	1	0	0
Bayswater National School, Mr. Williams	0	10	0
Bolton National School, Bradford, per Mr. Griffith	0	4	0
St. John's National School, Oakfield, Ryde, per Mr. Tutte	0	6	3
National School, Mylor Bridge, Falmouth, per Mr. Ashton.....	1	3	0
Knarsdale National School, Alston, per Mr. Lambert	1	1	0
Lenham Schools, Maidstone, per Mr. Crouch.....	0	14	11
National School, Saffron Walden, per Mr. Bryant.....	0	6	6
National School, Sherley, Southampton, per Mr. Rolfe	0	16	3
Malfen School, Newcastle, per Mr. Carr	1	15	0
Rickmansworth Girls' Schools, per Miss Ramer	0	6	0
St. Barnabas School, Kensington, per Barrett	3	2	0
National School, Kensington, per Mr. Bilton	2	4	8
National School, Northam, Bideford, per Mr. George Moore	0	13	6
Master T. Wingham, per Mr. Easton	0	3	3
National School, Widcombe, Bath, per Mr. Broomfield.....	0	6	1
Holy Trinity School, Shaftesbury, per Mr. Edward Nicholls	0	15	3
National School, Maidenhead, per Mr. Beal	0	6	0
Mr. Burley's workmen, per Mr. Easton	0	4	6
Stalbridge School, Blandford, per Mr. Robinson	0	6	9
National School, Aberdare, per Mr. Williams (2nd)	0	1	6
National School, Cheapside, Knaresboro', per Mr. E. West.....	0	7	10
St. Peter's School, Allenheads, Gravesend, per Mr. J. Heslop	1	15	4
National School, Ascot Heath, per Mr. J. Nettinglingham.....	0	9	6
St. Mark's Day and Sunday School, Old Street Road, per Mr. J. Bacon...	3	3	0
National School, Shillingston, Dorset, Miss Bacon	0	15	0
National School, Shoreham, Kent, per Mr. A. White	0	10	6
Blue School, Hereford, per Miss E. Jones and Mr. With.....	1	0	0
National School, Somerford Keynes, Cricklade, per Miss S. Yeats	0	15	0
Price's Evening School, per Mr. Divers.....	0	2	0

St. Leonard's School, Shoreditch, per Mr. Ditch	0	7	0
St. John's School, Tipton, per Mr. J. Collins	1	4	2
Beneficial Society's School, Portsea, per Mr. Slade	1	0	0
St. Matthew's School, Camberwell, per Mr. Williams	2	15	0
Brocklesby Park School, Uceby, per Mr. Hanly	1	1	0
Sandy Girl's School, St. Neots, per Miss M. A. Sharratt	1	4	0
Sandown School, Southampton, per Mr. R. Young	0	2	6
Western National Schools, Marylebone, per Mr. Kimpton	1	2	6
Total.....	£329	4	3

Treasurer—MR. W. McLEOD,

Royal Military Asylum, Chelsea, S.W.

Honorary Secretary—MR. J. EASTON,

St. George's School, Borough Road, S.E.

SYLLABUS FOR FEMALE CANDIDATES.

SCALE OF MARKS.

	First Year.		Second Year.	
	4th Division	300	4th Division	Acting Teachers
	3rd "	350	3rd "	350
	2nd "	525	2nd "	525
	1st "	675	1st "	675
	Good.†	Failure	Good.†	Failure.
Religious Knowledge { The Bible	80	} 120	80	} 120
{ Liturgy ...	40		40	
Arithmetic.....	90	*	90	*
Grammar.....	40	0	40	0
Composition.....	60	*	60	*
School Management }	60	*	60	*
Reading.....	80	*	80	*
Spelling.....	0	*	0	*
Penmanship.....	60	*	60	*
Report on (Class Teaching (in the case of Students)	—	—	100	*
History.....	40	0	40	0
Geography.....	40	0	40	0
Sewing and Cutting out	80	0	80	0
Domestic Economy	60	0	60	0
Music.....	50	0	50	0
Drawing.....	20	0	20	0

† "Excellent" is in every case 25 per cent. above "Good." Between "Good" and "Failure" are the grades of "Fair," "Moderate," and "Imperfect," (with numerical values).

* Excludes Candidates from a Certificate, and cancels all claims arising out of any previous examination.

FIRST YEAR.

Religious Knowledge.

1. Outlines of Old Testament history to the death of David. 2. One gospel:—*St. Luke* for 1863. 3. The Acts of the Apostles to the end of chap. xii.

SECOND YEAR.

1. Outlines of Old Testament history from the death of David, and the chief prophecies relating to our Lord. 2. The Gospel appointed for the first year. 3. The Acts of the Apostles. 4. The Epistle to the Hebrews, and one of the shorter Epistles (*for 1863 Epistle of St. James*.)

FIRST YEAR.

*Catechism and Liturgy.**

1. The Catechism with Scriptural illustrations. The answers to be prepared in the form of lessons to girls between 10 and 13 years old. 2. The order and contents of the Daily Service.

SECOND YEAR.

1. The Catechism as in the first year. 2. The history and contents of the Prayer-book.†

FIRST YEAR.

English Language, Grammar, and Literature.

1. Parsing and Analysis of simple sentences. 2. An explanation in clear and simple language, of a passage from Cowper or Goldsmith.

The examples for these exercises will be taken, in 1863 from the *first* book of *Cowper's Task*, or from *Goldsmith's Traveller* and *Deserted Village* (together). Either author, not both, may be selected by candidates.

SECOND YEAR.

1. Parsing and analysis of sentences. 2. An explanation in clear and simple language of a passage from Wordsworth or Milton.

The examples for these exercises will be taken in 1863 from the *second* book of *Paradise Lost* and from the *first* book of *Wordsworth's Excursion*. Either author, not both, may be selected by candidates.

Reading.

To repeat from memory with a distinct utterance, with due attention to the punctuation, and with a just expression, a passage from *the work selected for the exercise in grammar*, and to read a portion of some *prose* writer. The candidate may name for the exercise in repetition any 200 continuous lines, or any number of separate passages amounting together to 200 lines, and the inspector will select a passage out of the 200 lines named.

* For the Presbyterian colleges of Scotland, the questions are confined to the shorter catechism.

† In the Presbyterian colleges of Scotland, instead of this part of the paper, a section of additional questions will be given on the shorter catechism, having especial reference to its proofs, and no value will be allowed for the exercise if marked below *Fair*.

FIRST YEAR.

School Management.

1. The methods and principles of teaching all elementary subjects.
2. Notes of Lessons.
3. This paper will receive marks as an exercise in Composition.

SECOND YEAR.

1. To teach a class in the presence of the inspector.
2. To answer questions in writing on the following subjects:—(a) The different methods of organizing an elementary school. (b) The form of, the mode of keeping, and of making returns from school registers.
3. Questions of moral discipline.
4. This paper will receive marks as an exercise in Composition.

FIRST YEAR.

*English History.**

Elementary facts and general outline to the accession of the Tudors.

No questions will be set except such as can be answered from text books in common use.

SECOND YEAR.

Elementary facts and general outline from the accession of the Tudors to the present time.

No questions will be set except such as can be answered from text books in common use.

FIRST YEAR.

Geography.

1. Elementary knowledge of the shape, size, and motions of the Earth, and of the distribution of land and water upon its surface.
2. The physical and political geography of Great Britain and Ireland.
3. Map drawing, confined to this subject.

No questions will be set except such as can be answered from text books in common use.

SECOND YEAR.

1. The British Empire and its dependencies.
2. The physical and political geography of Europe.
3. Map drawing, confined to these subjects.

No questions will be set except such as can be answered from text books in common use.

FIRST YEAR.

Domestic Economy.

1. Clothing.
2. Food.
3. Cooking.
4. Laundry.

SECOND YEAR.

1. Duties of Servants.
2. Household expenses, and investment of money.
3. Practical rules for the preservation of health.

One paper will be set for both years. The division is made in order to encourage the systematic and progressive instruction of those students who are in training for two years.

* The papers will contain questions on the history of Scotland.

NOTE.—Only a per-centage of the number of marks for this paper will be given in the case of those students (of both years) who do not present a certificate signed by the superintendent, to the effect that she is satisfied with their practical proficiency in some specified portion of the work usually comprehended under the name of industrial training.

Sewing and Cutting out.

The exercises in needlework will be the same for both years, and will include cutting out.

FIRST YEAR.

Arithmetic.

The first four Rules. Practice and Bills of Parcels. Simple Proportion. Vulgar Fractions. Decimal Fractions.

The figures must be well formed, and accurately arranged.

SECOND YEAR.

Same paper as for first year, with the addition of Simple Interest.

Vocal Music and Drawing.

See November number.

Educational Intelligence.

REVISED RULES OF THE LATE SOUTH DEVON AND EAST CORNWALL ASSOCIATION.

1st. That this Association be called the Plymouth, Devonport, and Stonehouse Association of School Teachers.

2nd. That all teachers in day schools in South Devon and East Cornwall be eligible to become members.

3rd. That the meetings of the Association be held in either of the three towns according as the Secretary can best arrange them.

4th. That the objects of the Association be the mutual friendly recognition of teachers, together with their mental improvement.

5th. That there be nine monthly meetings through the year in these months:—March, April, May, June, August, September, October, November, December, and also an annual meeting in January.

6th. That on the first meeting of each quarter a paper be read for discussion, preceding a Tea; but that on the other two months there be a paper with discussion, nor a pre-announced discussion simply, or a class-lesson, or the two last taken together, but that there be no Tea.

7th. That each member contribute the sum of 1s. 4d. per quarter to meet the current expences.

8th. That teachers residing at a distance, and others who may not be able to attend regularly, may become extra-ordinary members, and receive notices of meetings, etc., per post, on payment of 1s. per year in advance, but if they attend the teas they shall pay for each tea 1s.

9th. That any member may introduce a friend at the "Tea" meeting on payment of 1s., but any other of the monthly meetings, free of all charges.

10th. That the MS. Magazine be sent only to ordinary or extra-ordinary members.

11th. That the affairs of the Association be conducted by a President, Vice-President, Treasurer, Editor, Librarian, and Secretary, all of whom shall be elected annually and be eligible for re-election; and that they shall be assisted by a Committee of all the Male members in Plymouth, Devonport, and Stonehouse; four to form a quorum.

12th. That as the members of the association will belong to various sections of the Catholic Church, no Political, or Controversial Theological Discussions shall be allowed during the meetings of the Association.

13th. That the monthly meetings shall all commence with reading scripture, and prayer.

14th. That no alterations or additions to these rules shall be allowed, unless agreed to by a majority of the members at a usual monthly meeting, and only then if notice were given of the proposed alterations or additions at the monthly meeting preceding.

S. H. WATTS, HON. SEC.

SCIENCE AND ART DEPARTMENT OF THE COMMITTEE OF COUNCIL ON EDUCATION
SOUTH KENSINGTON.

At South Kensington, the 6th day of January, 1863. By the Right Honourable the Lords of the Committee of Her Majesty's most Honourable Privy Council on Education.

Prizes for Art—1st and 2nd Grades.

My Lords take into consideration the Minute of 21st March, 1859, which determines that Prizes shall be given to candidates who obtain the mark "Excellent" in one or more exercises in examinations of the 2nd grade.

The number of Prizes given for papers in Practical Geometry and Perspective is greatly in excess of those given for Freehand or Model Drawing Paper.

My Lords resolve that after the 31st March, 1863, candidates must obtain the mark "Excellent" in both papers, Perspective and Geometry, in order to receive a prize.

The Prize to be given when the candidate succeeds in the second in order of time of the two papers; which may be taken together or at different examinations.

My Lords also consider the operation of Minute No. 429 of 24th October, 1862, and determine that the Prizes of the 1st Grade given under its provisions to the children of schools for the poor shall be restricted entirely to such children, and shall not be given to the pupils of private schools.

"MANCHESTER CHURCH TEACHERS' ASSOCIATION."

The Annual Meeting of this Association was held in St. Matthias's Schools, Salford, on Friday, the 30th ult. Circulars had been issued to all the Church Teachers in the city of Manchester, and Borough of Salford, and neighbourhood, whether they were members of the association or not.

Although the evening was very wet, about 80 Teachers assembled to tea.

After the Report had been read and some short addresses made, the remainder of the evening was spent in a sociable recreative manner, enlivened at intervals with vocal and instrumental music.

H. N. HARRISON, SECRETARY.

The usual monthly meeting of the Manchester Church Teachers' Association was held on Saturday, Feb. 7th, at the Rooms of the Young Men's Christian Association, 55, George Street, Manchester.

Messrs. Warriner and Stott, the retiring President and Secretary, as delegates to the annual meeting of the "Associated Body," held at Oxford, gave a lengthened and interesting report of the said meeting.

A paper was then read by Mr. Goodwin, of St. Stephen's Schools, Chorlton-upon-Medlock, on "The Circassian Delegates," which elicited favourable criticisms.

Some new members were enrolled.

H. N. HARRISON, SECRETARY.

Notices of Books.

The Geography of the British Isles. By F. Cole. Swansea, Griffiths.—Mr. Cole's Geography is really what formerly was called a "Companion to the Maps of England, Scotland, and Ireland," and is very suitable for such a designation. For the upper class in elementary schools, it is a very desirable hand-book. The arrangement is good and the matter judiciously selected.

First Reading Book. By J. R. Langler, B.A. Simpkin, and Co.—Langler's "Reading Sheets," have been known for some years as ranking in the first class of tablet lessons. The matter of the Reading Sheets, with some little addition, is now printed as a Reading Book, and a very good first-book it will be found, for it is rarely that a class-book of its kind is so carefully graduated and so clearly and boldly printed, the last point being one of great importance for beginners in reading.

First Book of Exercises on the English Language. Spelling Book. Part II. By S. Etheridge. Groombridge and Sons.—Both of these little morsels are the products of a school press. The grammatical exercises are such as are usually given, only they are here supplied for a mere trifle of cost. The Spelling Book reminds us of the old "meaning books," as they were called by the scholars of a preceding generation, and may be commended for its intention rather than its execution.

The Geography of British History. By W. Hughes, F.R.G.S. Longman and Co.—With his usual ability, Mr. Hughes has produced a manual, the early part of which will be read with special interest by students of English history. That history and geography should be read side by side ought not to be an open question; no one indeed will doubt the advantage of such a course, except those whose opinion on this matter is worthless. To have a clear acquaintance with the geography of history, is to double the chances of histories becoming a permanent acquirement. And for this reason we recommend Mr. Hughes's "Geography of British History," as an almost indispensable manual for students of that particular subject. Of its construction we need say nothing, as the author is so thoroughly trustworthy and so extensively known as a geographical writer.

A Compendium of Mathematical Geography, for the use of Students and Candidates for Public Examinations. By A. H. Dick, M.A. Longman and Co.—To provide, within moderate limits, the principal points connected with Mathematical Geography is the object of the present volume. No doubt these were to be found elsewhere in text-books already existing, but Mr. Dick has collected the information scattered in many volumes; some of them not easy of access to ordinary students, and has placed the entire subject within reach of students of limited means. This is done with a clear method, transparent style, and many illustrations, both pictorial and otherwise. It is, indeed, a very commendable book.

Book-keeping by Single Entry. By N. Dickson. Longman and Co.—This work on book-keeping differs from most of those now in use, by aiming rather to give illustrations than rules. It professes to give "The Books of David Lindsey and Sons, Merchants, London;" not all that might be used by a merchant, but such as must be used in every business of any magnitude. For beginners we think this work better adapted than a more elaborate treatise.

Elementary Treatise on Land Surveying and Levelling. By R. Thornton. Longman and Co.—Although comparatively a small book, students will find in it a very liberal amount of instruction. The several points are clearly stated, and the illustrations numerous. It is a book which schoolmasters in country districts would find an advantage in making themselves thoroughly master of.

Thomas's Universal Newspaper and Periodical List. To persons who have occasion for this kind of information, this book commends itself. All the newspapers published throughout the United Kingdom, with their politics, price, &c., find a place here; and the same is true of the weekly, monthly, and quarterly periodicals.

French Verbs Copy-Book. Latin Verbs Copy-Book. French Exercise Copy-book. No. I. Accidence No. II. Syntax. By L. Nottelle, B.A. Simpkin and Co.—These copy and exercise books are all constructed upon the same plan, and not only provide ruled lines and spaces for the exercises, but contain several pages of closely printed matter, having particular reference to the immediate want of the pupil. Properly employed these copy books should prove eminently useful.

Correspondence.

Vauxhall, February 11th, 1863.

Sir,—I beg to enclose you solutions of three questions on page 288 of the Papers for the Schoolmaster. Through a misprint in No. 2 I spent several hours over it, and wasted many hundred of figures, before I found it out. However, I got it out at last. Might I ask you the favour to spare me a corner for the three questions appended to my solutions. I want them solved by Arithmetic, as I have been assured they can be. No doubt if the thing is possible some clever mathematician among your readers will oblige me. By Algebra they are easy. Thanking you for past favours,

I remain, yours very truly,

H. T.

Forfarshire, 11th February, 1863.

Sir,—If you will kindly allow me a single word in reply to the strictures of H. H. on my solution of the question from Cornwell, I will assure him that I accept them in the spirit they are made, believing his spirit to harmonise with my own, viz., in seeking the “expiscation” of truth. In this spirit, then, I beg to submit that our difference lies entirely in the misunderstanding of *real* business transactions. There are two modes of buying and selling. The *one* is for CASH, in which case a discount *variable*, but generally, of $2\frac{1}{2}$ per cent. is allowed to the purchaser on the amount of the transaction; the *other* is on credit, in which case a Bill or Promissory Note generally at four months is given and accepted. Now, methinks, it must be admitted that, in either case, what the purchaser pays is exactly what the seller receives. In the *first* case the seller receives the amount of his sales, minus the stipulated discount on that amount, without any reference to time, and the balance is the net price. In the *second* case, if the seller on receiving the Bill or Note require his cash, he takes said Bill or Note to the Bank, and receives for it the amount minus the interest charged by the Bank, which (with W. Douglas) I know to be an overcharge, but which in my calculation I do not allow. Now, this sum received by the seller must also be reckoned the actual cost to the buyer, who, although at the expiration of the four months he has to pay the full amount, has had meanwhile the use of the capital in his business, which to a merchant is often of far greater value than the cash discount. As, however, in this mode there is greater risk to the seller, a higher rate is charged, never less than 5 per cent.; and, as I said before, always 5 per cent., unless otherwise stipulated.

With these preliminary remarks, I would, for the sake of arriving at a rational solution of this *questio vexata*, divide the terms into two distinct suppositions.

I. A merchant buys 15 guineas worth of goods for cash, and receives $2\frac{1}{2}$ per cent. discount. Required the net cost? This is the whole question. Here there is no element of time at all, neither twelve months nor four months, but simply $2\frac{1}{2}$ per cent. discount on the amount, which can neither be more nor less than 7s. 10 $\frac{1}{2}$ d., leaving the net cost to the purchaser, £15 7s. 1 $\frac{1}{2}$ d.

II. A merchant buys, as before, at four months' credit. What is the net and true present worth? I wave, here, the ordinary rate of charge, and give as the

true value such a sum as, with the four months' interest, will amount to 15 guineas, which, according to Colenso, Cornwell, &c., is, as I have already given, £15 9s. 10 $\frac{1}{2}$ d.

Unless this be the view taken of the double transaction, I humbly submit that a four months' credit is of no value whatever, and in this, I believe, no business man will acquiesce.

Soliciting the insertion of this, and H. H.'s attention thereto,

I am, &c.,

AN OLD FRIEND.

P.S.—I have to acknowledge my mistake in the solution of Question II., and to thank him for pointing it out. The true quotient is £41.189.

National School, Feb. 16, 1863.

Sir,—Are Training Schools valueless? and, Have they done their work badly? are two questions that at this time involuntarily arise in the mind.

Let it be granted, for the sake of argument, that the training system has been *overdone*, or that too many men have been trained, too many colleges built, and that through open competition and the *former* liberality of the council office, self-paying students as a class are extinct, which are taken to be the worst charges that can be brought against the present training colleges. After granting so much, it is well to consider the real conclusions arrived at, and the present status.

(a) By means of the colleges, *cheap teachers* who have been taught the art of teaching have been placed at the disposal of the nation.

(b) Whereas, ten or a dozen years ago, an ill-qualified person was sure to command a valuable appointment; whereas, now, sufficient candidates are in the market to exclude such persons. A school is sure of obtaining a duly qualified and competent Teacher.

(c) The Training Colleges have been the vital principle of Government education, the centres of light from which have issued a multitude of young men and women to leaven with light and virtue the mass of stolid ignorance and vice existing in our remote villages and hamlets. They have been the foci of light and civilization that have helped to decrease pauperism, and criminality.

It is an inevitable consequence of everything in this life, that, however perfect a system is, there will be short-coming. Therefore, if the present system has its evils, which cannot be denied, let some feasible plan of amendment be proposed; let those who have had real experience, and understand the wants of the people, make rearrangements, if we must have them, and not let mere theorizers be permitted to rip up, root and branch, national institutions that have been a blessing to their age, without compunction, or regard to the injury they inflict, so that they achieve a temporary victory.

As a National Schoolmaster I should be pleased to see more competition infused into the system of granting Queen's Scholarships. For masters cannot say to a pupil teacher "If you do not work *very hard* you will stand no chance of obtaining a Scholarship." For they are granted so profusely that I am inclined to think the authorities of Normal Institutions often find, to their chagrin, that they have

very great dunces to deal with. This would certainly be avoided if, instead of granting as many Scholarships as there is room to accommodate the holders, they would limit them to those who reach a certain standard. The advantages would be great, every way, the idle would be excluded and the diligent and capable selected, whilst in a short space the superior class of young men, the first inmates of the Training Schools, would be again enabled to hold their own against the Government apprentices.

The secret how the opponents of the new Code failed so signally in bringing its authors to grief, consisted in this: that those who had to decide the questions at issue could not really understand, without much study and experience, the points under discussion. The whole system of education, as administered by the Council Office, is environed by such complexities and intricate rules and forms, that none but those who are in constant contact with the dealings of the central office can readily understand them. To this circumstance is attributed the victory of the new Code. But as, even then, in the darkest hour the Normal Colleges found powerful friends, let us hope that in time of need they will lift up their voice again. We, as teachers, abroad in the world, must cleave to the Colleges, and look up to them as the centres upon which turn all our future prospects.

I am, Sir, your obedient Servant,

H. E.

MALES: FIRST YEAR.

General Examination of Training Schools.

CHRISTMAS, 1862.

CATECHISM, LITURGY, AND CHURCH HISTORY OF THE FIFTEENTH AND SIXTEENTH CENTURIES.

Three hours allowed for this Paper.

You are not permitted to answer more than *one* question in each Section.

Acting Teachers may confine their attention to the Questions marked with an *.

SECTION I.

* 1. What three things do god-parents "promise and vow" for their god-children in baptism? Is there any difference between a promise and a vow? Shew that the "three things" are all explained in the subsequent questions and answers.

2. Write out the second Commandment. Give instances from Holy Scripture of the tendency to break this law. As the worship of images of animals would seem very strange to children, how would you explain this to them?

SECTION II.

1. "Give us this day our daily bread." Why do we pray only for the bread of this day? Quote precepts of the New Testament which bear on this point, and shew that they are not inconsistent with a prudent foresight.

* 2. What is the proper meaning of the word "grace?" How is it used in the New Testament? What does it mean in the Catechism? Explain the terms "means of grace." Where do they occur in the Morning Prayer?

SECTION III.

* 1. Write out a series of questions on the Lord's Prayer, to ascertain whether young children understand the sense of the words.

2. Write out from the Catechism the account of the Sacrament of the Lord's Supper, without question and answer; and quote the verses of the New Testament which may be quoted in agreement with those statements.

SECTION IV.

* 1. What special practices of the Church before the Reformation made men desire a change?

2. Why was the question of the "vestments of the Clergy" made so important by some Reformers? Give other examples where things otherwise indifferent have been symbols of fundamental differences.

3. The growth of the Puritan party, and the evidences of their influence on our translation of the Bible and on our formularies.

SECTION V.

* 1. Was persecution confined to one side in the Religious Feuds of the time of the Tudors and Stuarts? Justify your answer by quoting facts.

2. What progress was made in Queen Mary's time in bringing men back to acknowledge the supremacy of the Pope? How was the question of "Confiscated Church property" treated by the Queen and her advisers?

SECTION VI.

1. Give some account of Luther or Bishop Jewel.

* 2. What changes did the Liturgy of the Church undergo till it was finally settled as we now have it?

SECTION VII.

Write out heads of a short lesson to children to explain the difference between confession, prayer, praise, intercession, and instruction, and illustrate them all from the Morning Service of the Church.

SCHOOL MANAGEMENT.

Three hours allowed for this Paper.

Write the first line of your first answer as a specimen of copy setting in *large hand*; and the first line of your second answer as a specimen of copy setting in *small hand*.

You are not permitted to answer more than *one* question in each Section.

Acting Teachers may confine their attention to the questions marked with an *.

SECTION I.

* 1. What faults in reading do you chiefly expect, and how do you intend to correct them?

2. Which consonant or vowel sounds give the chief difficulty when you are teaching correct enunciation? Arrange them in order, and select words which shew these defects most clearly.

3. Explain "pause," "emphasis," "expression." Shew by example that pauses are required where no stops are printed, and give illustrations of common mistakes in emphasis.

SECTION II.

* 1. Children learn to spell, by the eye, by the ear, and by memory of words learned by heart. How would you apply each method in practice?

2. Give rules for a dictation lesson, to guide a pupil teacher with his class.

3. What precautions would you take to prevent copying when a dictation lesson is given?

SECTION III.

* 1. What copy-books for teaching writing have you used, or seen used? Describe them. What defects have they? What advantages?

2. Examination of copy-books gives an opportunity of judging whether a teacher has been attentive to his class. Explain how.

3. Enumerate all the mechanical contrivances with which you are acquainted for teaching children to write, and state the value of each, and its special object.

SECTION IV.

* 1. In teaching multiplication, state the steps to be used. What difficulties do children meet with in learning this rule? Arrange a series of examples for a class who are beginning multiplication.

2. Write out notes for a lesson on division of money.

SECTION V.

* 1. Write out notes for a first lesson on making out a bill of parcels.

2. Write out notes for a lesson to children on writing a letter and directing it properly.

3. Write out notes for a lesson on "order, punctuality, and despatch."

E U C L I D .

Three hours allowed for this Paper.

You are not permitted to answer more than one question in each Section.

SECTION I.

1. Define "angle," "right angle," a "circle," a "rhombus." Write down the three postulates. And prove that the angles which one straight line makes with another upon one side of it, are either two right angles, or are together equal to two right angles.

2. All the interior angles of any rectilineal figure together with four right angles, are equal to twice as many right angles as the figure has sides. And all the exterior angles are equal to four right angles.

3. Parallelograms upon the same base, and between the same parallels are equal to one another.

SECTION II.

1. Describe a parallelogram which shall be equal to a given rectilineal figure, and have an angle equal to a given rectilineal angle.

2. If a straight line be bisected, and produced to any point; the rectangle contained by the whole line thus produced, and the part of it produced together with the square of half the line bisected, is equal to the square of the straight line which is made up of the half, and the part produced.

3. In every triangle the square of the side subtending either of the acute angles is less than the squares of the sides containing that angle by twice the rectangle contained by either of those sides, and the straight line intercepted between the acute angle and the perpendicular let fall upon it from the opposite angle.

SECTION III.

1. Define "segment," "sector," "touching circles." If in a circle two straight lines cut one another, which do not both pass through the centre, they do not bisect each other.

2. One circle cannot touch another in more points than one, whether it touch it on the inside or the outside.

3. Upon a given straight line describe a segment of a circle, which shall contain an angle equal to a given rectilineal angle.

SECTION IV.

1. If from a point without a circle two straight lines be drawn, one of which cuts the circle, and the other touches it; the rectangle contained by the whole line which cuts the circle, and the part of it without the circle, is equal to the square of the line which touches it.

2. About a given circle describe a triangle equiangular to a given triangle.

3. Describe an equilateral and equiangular pentagon about a given circle.

SECTION V.

1. "Every proposition may be divided into six parts." What are they? Exemplify them by some proposition which has been done in this paper.

2. When is a proposition a "converse" of another? Give instances.

3. Give instance of "Indirect Demonstration." What instruments are allowable in geometrical problems? What proposition of Euclid is mechanically illustrated by the "parallel ruler?"

GEOGRAPHY.

Three hours allowed for this Paper.

You are not permitted to answer more than *one* question in each Section. Acting Teachers may confine their attention to the questions marked with an*.

SECTION I.

Describe, *in words*, the boundaries, the mountain chains, the river systems, of

* 1. England.

2. France.

3. Asia

SECTION II.

Describe, *in words*.

- * 1. The coast line of England, from the Solway Firth to the mouth of the Severn.
- 2. The physical features of the Italian peninsula.
- 3. The physical features of North America.

SECTION III.

Draw an outline map of

- * 1. The English Channel.
- 2. The eastern part of the Mediterranean and the Black Sea.
- 3. Asia.

SECTION IV.

- * 1. The natural productions of our Indian empire, and the chief exports and imports.
- 2. The growth of the Trade with India and China.
- 3. The European settlements in Asia, and the eastern Archipelago, with an account of the principal articles they export to Europe.

SECTION V.

Make notes for a short lesson on

- * 1. The Coal Trade in Great Britain.
- 2. The value of different kinds of timber, and the places from which we obtain them.
- 3. Articles of clothing, the substances used, and the chief seats of manufacture in the United Kingdom.

SECTION VI.

State how you would treat one of the following passages, considered as a reading lesson; and be careful to draw all such illustrations as you would either show or put on the black board.

* 1. "Those who are engaged in the whale fishery often visit the northern seas, and encounter great hardships and dangers there. But ships have also been sent into the Polar Seas, to make discoveries for the use of our country, and sailors were very glad to go there, for they knew they should see many wonderful and curious things. Great care was taken to provide warm clothing for them, and strengthening wholesome food, and plenty of fuel. A ship, called the *Hecla*, was sent some years ago, under the command of Captain Parry, for the purpose of making discoveries."

Irish Book III., Lesson LXXXV., p. 242.

2. "Egypt is the north eastern part of Africa; it has the Red Sea on one side of it, and a great desert of burning sand on the other. The winds which blow from the desert bring as much sand with them, that, by degrees, a large part of Egypt has been covered with sand. But along the banks of the Nile the land is very fruitful. Every year about the end of June, the Nile begins to overflow its banks, and the water rises higher and higher, until in September and October the country is like a sea with villages and trees showing like islands amidst the waters. When the waters go back, they leave a quantity of slime on the ground, in which the Egyptians sow their seed, and it springs up directly."

S.P.C.K., Book III., p. 169.

3. "There is much useful exchange among different nations; and this we call commerce. All countries will not produce the same things; but by means of exchange, each country may enjoy all the produce of all others. Cotton would not grow here, except in a hot-house; it grows in the fields in America and India. Tea again comes from China, and sugar from the West Indies. Oranges come from Portugal. We get all these things in exchange for knives, scissors, cloth, which we can make much better than the Chinese, West Indians or Portuguese; and so both parties are better off than if they made every thing at home."

Constable's Educational Series, Book IV., p. 175.

Normal Colleges.

When Mr. Lowe was stoutly resisted in his attempt to carry the Revised Code last session, he adopted prudently the old principle, "divide and conquer." He softened a portion of his adversaries by removing the Training Colleges from its operation, with an intelligible hint that he intended at some future day to give them his undivided attention. He has not been long in fulfilling his promise. If report is true, some trying measures are projected which will test the vitality of all, and complete the ruin of some of these Institutions. If so, they will indeed be in the unenviable position of a threefold cross-fire. These Institutions are emphatically bound up with the whole pupil-teacher system, and the Revised Code, now a *fait accompli*, by opening a back-door to the possession of a certificate, will *indirectly* affect their prosperity. This is the *first* attack. The amount of injury inflicted from this quarter will depend upon the number which will be drawn aside from the Normal School, by the temptation offered of obtaining a certificate without a course of training, who otherwise would have passed through them. It may happen that no others will escape through this back-door to a certificate except such as will be absorbed by those rural schools, which were overlooked by the Old Code, but which will possess a *locus standi* by the operation of the Revised Code. This is Mr. Lowe's theory, and if experience confirm it there will be on this ground no excuse for complaint. If, on the other hand, school managers find it cheaper to appoint this class of teacher, they will cease to make the sacrifices for education which they have hitherto done, the better prepared teachers will be

supplanted, and popular education in our cities and towns will become deteriorated. It is true that managers may be expected to receive a larger annual Capitation Grant after each school examination, where a duly trained teacher is employed; but as in many cases the difference will not be compensated by the larger salary required by the trained teacher, they will prefer to accept less from the Grant, and to expend less upon school machinery. It is argued by Mr. Lowe, and Mr. Walter seems to share the opinion, that the principle of *paying for results* will protect the Revised Code from this consequence. In our January number we explained the fallacy which arises from confounding payment *for* and payment *according to* results. Unenergetic schools will find it cheaper upon the latter principle, which is the real principle of the Revised Code, to work the school with less efficient appliances. And the question presents itself, if Normal Schools are injured by the diminished demand for trained teachers, will the rural schools be benefited? Numbers, excluded hitherto from a participation in the Parliamentary Grant, will put in a claim. Such schools need make no alteration. They are not to receive money now from the State to bring themselves up to a required standard by employing a Certificated Teacher, but the standard comes down to them. What is the consequence? Some hundreds of schools will make no change, except of a most unexpensive character, and so save the pockets of the squire and farmers by drawing upon the State.

The *second* fire about to be opened upon the Normal School has been prepared by Mr. Walter, M.P. He considers it to be inconsistent with the "payment for results" principle of the Revised Code to require the employment of a Certificated Master as a condition of participating in the Public Grant. This will be to exaggerate the evil just pointed out. Earnest schoolmasters, and managers of well-to-do schools will protect their schools from all consequences of ill-advised legislation. But flagellatory laws should be made for the careless, not for the earnest; and we greatly fear that what with the offer of a certificate granted by the Revised Code to an untrained teacher, and what with the adoption of Mr. Walter's principle of dispensing with a certificate altogether, the diminished

demand made by earnest schoolmanagers for *trained* teachers will write "Ichabod" upon the gates of the Normal School. Mr. Walter will tell us the Normal School must follow the law of supply and demand. If trained teachers are wanted, candidates of admission will flock to them; if they are not wanted, why create them? The answer is that we are dealing with a question which does not belong to the commercial category. It belongs to a department in which it behoves a paternal government to create the appetite and to feed it. If Mr. Walter carries his motion upon the ground that "to make a participation of the public grant is inconsistent with the free-trade principle of the Revised Code," what is there to prevent another member from proposing that "to devote *any* portion whatever of the Parliamentary money is inconsistent with free-trade principles?"

The *third* attack is threatened from a battery not yet unmasked. It is that which Mr. Lowe promised to construct, and before our next number we may be in a position to speak of its effects upon the future of the Normal College. Whatever may be its distinctive feature, however just and defensible its abstract principles, it is at least much to be regretted that more time was not allowed for observing the indirect effects of the late measures upon the Training Colleges. The greatest indulgence, at least, is due to the friends of popular education, who were induced to bestow time and funds upon these institutions, under conditions which are suddenly and abruptly threatened to be withdrawn.

LECTURE ROOM NOTES ON ST LUKE.

No. II.

CHAP. II. (1) —*taxed*—i.e., enrolled under a general census. (8) Satisfactory reasons have been assigned for believing that our Lord was born on the evening of the 5th of April, and that He suffered the same day 33 years after. (9) *the glory of the Lord*—the Shechinah which attended the angels of the Lord. (13) *a multitude*—first an angel appears alone and speaks to the shepherds, and then, as in some sacred drama or chorus, the angelic host break forth into an anthem of praise. (14) *Glory*—salvation was to bring glory to God; *peace*—to man with his offended Maker, the sacrifice of Christ being the peace-offering; *good-will*—all salvation was the work of the good pleasure of God in Christ. (21) The Historian

of our Lord's childhood next proceeds to relate the *circumcision*. Circumcision being a wound in the flesh, and thus made a witness to human corruption, why was the Holy Child circumcised? He took our sins upon Him, and became in all bodily infirmity such as the Law took cognisance of, death included, like unto His brethren. Without sin, He was yet made in the likeness of sinful flesh (Heb. ii. 17). His great work was to lift up again human nature. (See the Collect for Circumcision). (22) Next comes the account of the *purification* and the *presentation in the temple*, both of which are also celebrated as one by the Church of England. (23) *The first-born* was to be dedicated to God. The tribe of Levi had been substituted for the first-born; but now in the case of Jesus the original claim is observed. (24) The offering for the purification, according to Leviticus, was a *lamb* for a burnt-offering, and a *pigeon* for a sin-offering; but when poverty was pleaded, the merciful substitute of a second pigeon was allowed for the lamb. The humble circumstances of Joseph were thus seen. (25) *waiting for*—according to the prevailing expectation of a great deliverance. (29) *lettest thou*—thou lettest, declaratively. (34) *for the fall and rising again*—some should fall and others rise; some should stumble and yet rise again, to which kind even the Virgin should belong. The sword of spiritual sorrow should (35) pierce also her soul, for she also was not free from sin. As of all, so of her, “the reasonings of many hearts will be revealed;” i.e., it shall be seen who they are who receive or reject Christ. (39) *returned into Galilee*—but not at once; not till after the visit of the Magi, the murder of the innocents, and the flight into Egypt, of which events St. Luke says nothing. (41) The *second* appearance of Jesus in the temple; before *involuntarily*, now *by his own will*. (46) He was there as a *child of the precept*, receiving catechetical instruction in the institutes of the Jewish religion. He answered the questions of the Doctors, and was *encouraged* by them to ask questions in turn. (49) *my Father's business*—contrasted with “Thy Father and I.” There is here the first conscious utterance of His Sonship. The answer implies no unchildlike forwardness, but rather “a holy simplicity and boldness,” for (51) he was *subject* unto his parents. (52) *grew in wisdom*—the mental as well as the physical nature of Jesus was subject to the law of human progressiveness and expansion.

LECTURE ROOM NOTES ON THE ACTS OF THE APOSTLES.

No I.

(1—3).—The *introduction*. (1) *Theophilus*—this Book is thus connected with the Gospel of St. Luke. (2) *ascended*—the Ascension is the connecting link, ending the one and commencing the other of St. Luke's two histories. (3) *forty days*—this is the only place where the length of the interval between the Resurrection and Ascension is mentioned. (4—14) The farewell words and the Ascension of the Lord. (4) *the promise of the Father*—i.e., the Comforter or Paraclete. (5) *baptised with water*—such was John's baptism; *baptised with the*

Holy Ghost, or Christian baptism ushered in by and represented by the Pentecostal outpouring. New and spiritual influences were to mark the new dispensation unknown to other days. (7) *times and seasons*—hidden even to the *Son of Man* (Mark xiii. 32), and known only unto the *Father*. “Times,” or divisions of time; “Seasons,” or durations. (8) *witnesses*—this verse is the key of the whole Book. The mission of the Apostles was to be that of *witnesses*, especially of the fact that Christ was yet alive. The scene and *order* of their Apostolic work is mapped out. They were to receive “power” (see iv. 33) for this witness of the Holy Ghost (ii. 1—47); “in Jerusalem” (iii. 1—vi. 7) till the martyrdom of Stephen, which dispersed them “through Judea” (vi. 8—viii. 3); “and in Samaria” (viii. 4—40), and “to the uttermost parts of the earth,” as related from Chapter ix. to end of the Book. (9) *cloud*—which enveloped His body, to shew the reality of the Ascension. (12) *a Sabbath day’s journey*—specified to shew the respect still paid to the Jewish Sabbath. (13) *upper room*—probably where the last Passover was kept, and where they periodically and stately assembled. (14) *brethren of the Lord*—distinguished from the Apostles, and not therefore of their number, though now converts. (15 to end) *the election of Matthias*; *Peter*—one of the many instances of his pre-eminence in fulfilment of Matt. xvi. 18—19. (18) The account given of the suicide of Judas differs from that of St. Matthew, and *for want of more details* we cannot reconcile them. We learn at least the *independent* character of the two accounts. (20) *Book of the Psalms*—see Psalm 69 originally spoken, like the other Messianic Psalms, of David and his foes, but having an under and typical reference to the Son of David’s enemies, of whom Judas was a first and marked example. (22) *beginning from the baptism of John*—for this condition of Apostleship see John xv. 27. *Witness of the Resurrection*, a second condition, so as to speak from actual experience. (23) *Barsabas*, no mention of Barnabas till Chapter iv.

Chap. ii. *The Pentecostal outpouring of the Holy Spirit* (1-14). *The address of St. Peter* (14-36). *The affects of both upon the life of the first disciples* (36 to end). (1) *Pentecost*—As the Passover was the festival chosen for the offering up of Christ, so the Pentecost, the feast of *in-gathering*, which occurred fifty days later, was appropriately made the occasion for gathering the first-fruits of the Spirit’s power. The true Pentecostal gift was the indwelling of the Holy Spirit; the miraculous accompaniments were only the outward sign. Pentecost also commemorated the law; this day ushered in the new dispensation. (2) *house*—seems to favour the idea that this was a private dwelling, and not a room in the Temple. (4) *other tongues*—there is no foundation for the popular opinion that the apostles had power to speak and to propagate the gospel afterwards in foreign languages which they never learnt. There is no proof that on this occasion even, they themselves understood the force of their own words, though others did. On the other hand, the phenomenon did not consist in the apostles speaking words in their own language, which miraculously were *received* by the hearers in theirs. It consisted of a sudden and powerful inspiration by which the disciples uttered, as the mouth-piece of the Spirit, the praises of God in various, and probably to themselves, unknown languages. From 1 Cor. xiv. 4-14, we learn (1) that the hearers and not themselves understood these tongues; (so far they differed from the case here)

(2) that they did not edify therefore others; (3) that they were *incoherent* and impassioned utterances; (4) that they were like musical instruments, giving sounds without tunes, (5) and useless without *interpretation*; (9) these places should be followed on a map from N.E. to S.W.; *Asia* in the New Testament is Asia Proper, the western coast of Asia Minor. (10) *Strangers of Rome*—Roman Jews. (14-36) *Peter's speech*—valuable as a specimen of apostolic teaching, consisting of a simple announcement or record of historic *facts*, the central one being the Resurrection. The deeper doctrines of Christianity would be required for the building up of believers at a later period. The address divides itself into two parts, (a) the *vindication* of the apostles from the charge of drunkenness, for what they took for this was the fulfilment of Joel's prophecy, the effect of the outpouring of the Holy Spirit; (b) that this Spirit was shed forth by Jesus whom they had crucified; (16) *this is that*—this prophecy (and similar ones) has its fulfilment in the present dispensation. (17) *all flesh*—contrasted with the limited nature of the Jewish covenant; *last days*—the present Messianic period. (19) *blood*—i.e. bloody signs. (20) What is said of the *first* coming of Christ by Joel has a further and fuller application to the *second*. (21) *whosoever*—again opposed to the restrictive nature of Judaism. (22) *approved*—i.e. *proved* to be the Son of God. (23) *by wicked hands*—those of the Romans. (23) *counsel and foreknowledge*—two distinct ideas, though applied to the Divine mind they are one and the same. (25) the 16th Psalm—here as in other psalms there is the first or historic meaning with an inner and deeper meaning. “David spoke of himself, but the Spirit within him spoke of Christ.” David, however, did so not without some consciousness of the prophetic spirit within him. See v. 31. (33) St. Peter passes to the Ascension, proved also from prophecy. (37-42) *Effect of the discourse*. (38) *Repentance followed by baptism*—the first instance of Christian baptism. John's baptism was a baptism into repentance also, but it was *for* (or towards) the “forgiveness of sins;” thus Christian baptism was that they might “receive the Holy Ghost,” i.e. the supernatural and palpable influences of the Holy Ghost. The Apostles were not baptised, because they had already received them. (39) *children*—“little ones, not descendants;” *afar off*—Gentiles. If St. Peter held this doctrine, how was it necessary that he should be afterwards taught by the letting down of the sheet from Heaven? He needed to be shewn that the Gentiles were entitled to the Christian covenant, without first becoming proselytes to Judaism. (41) We learn two things from this first baptism: (a) The Apostles baptised all upon a credible profession of repentance and faith, without much knowledge and teaching which *followed*. (b) Total *immersion* was scarcely possible in respect of 3000 persons. (42) Mark the four-fold character of these first disciples.—(a) *Apostolic teaching*. (b) *Fellowship*. (c) *Breaking of bread*—as a quasi-sacramental meal. (d) *Common prayers*. (45) These habits of the early Christians at Jerusalem were not intended to be permanent. The Epistles of St. Paul point out there were soon distinctions in the church between rich and poor. (47) *as should be saved*—lit. *as were being saved*; so the Church Catechism “in this state of salvation.”

CHRISTMAS EXAMINATION, 1862.

ARITHMETIC.—(*Continued*).

SECTION III.

No. 3.

$$\text{No. of shares of Officers} = 6 \times 40 \times 4 = 960$$

$$\text{“ “ Midshipmen} = 6 \times 30 \times 12 = 2160$$

$$\text{“ “ Sailors} = 3 \times 22 \times 110 = 7260$$

$$\text{Total No. of shares} = 10380$$

$$\text{Then 4 officers' share of prize} = \frac{960}{10380} \text{ of } £1001 \text{ 19s. 2d.} = £92 \text{ 13s. 4d.}$$

$$\text{and 1 “ “} = \frac{1}{4} \text{ of } £92 \text{ 13s. 4d.} = £23 \text{ 3s. 4d.} \quad \text{1st Ans.}$$

$$\text{12 Midshipmen's prize} = \frac{2160}{10380} \text{ of } £101 \text{ 19s. 2d.} = £208 \text{ 10s.}$$

$$\text{and 1 “ “} = \frac{1}{12} \text{ of } £208 \text{ 10s.} = £17 \text{ 7s. 6d.} \quad \text{2nd Ans.}$$

$$\text{110 Sailors' “} = \frac{7260}{10380} \text{ of } £1001 \text{ 19s. 2d.} = £700 \text{ 15s. 10d}$$

$$\text{and 1 “ “} = \frac{1}{110} \text{ of } £700 \text{ 15s. 10d.} = £6 \text{ 7s. 5d.} \quad \text{3rd Ans.}$$

SECTION VI.

No. 1.

$$\text{For Attendance, managers receive } 84\text{s.} \times 4\text{s.} = £16 \text{ 16 } 0$$

$$\text{“ Reading “ “ } 75\text{s.} \times 2\text{s. 8d.} = £10 \text{ 0 } 0$$

$$\text{“ Writing “ “ } 78\text{s.} \times 2\text{s. 8d.} = £10 \text{ 8 } 0$$

$$\text{“ Arithmetic “ “ } 74\text{s.} \times 1\text{s. 8d.} = £9 \text{ 17 } 4$$

$$\text{Total } £47 \text{ 1 } 4$$

No. 2.

$$\text{Creditors receive for } £900 = £675$$

$$\text{“ “ } £1 = \frac{675}{900} = £\frac{3}{4}$$

$$\text{Debt due to 3rd Creditor} = £900 - £500 = £400$$

$$\therefore \text{3rd Creditor receives } £\frac{3}{4} \times 40\text{s.} = £300 \quad \text{Ans.}$$

No. 3.

$$\text{Interest on } £1270 \text{ for 2 years} = \frac{1270 \times 3 \times 2}{92\frac{1}{2}} = \frac{3048}{37}$$

$$\text{Then } £92\frac{1}{2} : £1270 :: £93 : £\frac{47244}{37} \text{ price received on selling out}$$

$$\text{And total amount to invest in debentures} \left. \vphantom{\begin{matrix} \\ \end{matrix}} \right\} = £\frac{47244}{37} + £\frac{3048}{37} = £\frac{50288}{37}$$

$$\therefore £104 : £\frac{50288}{37} :: £4\frac{1}{2} : £58 \text{ 16 } 2\frac{46}{481} \text{ Income.} \quad \text{Ans.}$$

No. 4.

Principal at	end of 1st year	=	$\pounds 10 + \frac{10 \times 3}{100} = \pounds 10.3$
"	beginning 2	"	= $\pounds 10.3 + 10.7 = \pounds 21$
"	end	"	= $\pounds 21 + \frac{21 \times 3}{100} = \pounds 21.63$
"	beginning 3	"	= $\pounds 21.63 + 10.27 = \pounds 32$
"	end	"	= $\pounds 32 + \frac{32 \times 3}{100} = \pounds 32.96$
"	beginning 4	"	= $\pounds 32.96 + 10.04 = \pounds 43$
"	end	"	= $\pounds 43 + \frac{43 \times 3}{100} = \pounds 44.29$
"	beginning 5	"	= $\pounds 44.29 + 10.71 = \pounds 55$
"	end	"	= $\pounds 55 + \frac{55 \times 3}{100} = \pounds 56.65$
"	beginning 6	"	= $\pounds 56.65 + 10.35 = \pounds 67$
"	end	"	= $\pounds 67 + \frac{67 \times 3}{100} = \pounds 67.01$

Money paid in = $\pounds 10 + 10.7 + 10.27 + 10.04 + 10.71 + 10.35 = \pounds 62.07$ 1st Ans.
2nd Ans.

No. 5

cwt. qr. lb.

$$\begin{aligned} \text{No of. solid inches in lump of iron} &= \frac{16 \frac{1}{4} \frac{5}{8} \times 1728}{7788} \\ &= \frac{25205 \times 1728}{7789} \end{aligned}$$

Solid contents of cylinder in inches = (diameter)² × .7854 × 144

$$\begin{aligned} \therefore (\text{diameter})^2 &= \frac{29205 \times 1728}{7788 \times .7854 \times 144} \\ &= 57.295645 \text{ inches} \end{aligned}$$

$$\begin{aligned} \text{and diameter} &= \sqrt{57.295645} \\ &= 7.569 \text{ inches.} \quad \text{Ans.} \end{aligned}$$

H. H.

CHURCH OF ENGLAND SCHOOLS LANCASHIRE RELIEF FUND.

Sums acknowledged last month	329	4	3
Mr. Owen, N. S., Springfield, Essex	0	7	6
Mr. Durose, Church School, Stone, Staffordshire	0	15	0
Mr. Sparrow, Parochial School, Hackney, (2nd)	0	2	0
Mr. Sparrow, Stainton N. S., Barnard Castle, Durham	2	13	0
Postage Stamps.....	0	2	6
Mr. Chatt and Miss Benson, Newborough Schools, Fourstones, Hexham,	1	0	10
Mr. Johnson, Albert N. S., Manningham, Bradford	0	8	2
Mr. Green, Price's Day School, Vauxhall	0	10	3
Mr. Nettleingham, Ascot Heath School, (2nd).....	0	3	9
Miss Waters, Parochial School, Spitalfields	0	6	0
Mr. Aishton, Newcomen's Boys	0	8	0½

Miss Dowsett, Newcomen's Girls	0	7	0
Mr. Burnett, Baldha N S. Chacewater, Scorrier	0	10	6
Mr. Pigott, National School, High Cross, Ware	0	19	0
Mr. Johnson, St. Peter's School, Vauxhall.....	2	2	0
Mr. Dingle, Girl's School, Weston, Bath	0	12	3
Mr. Heller, Hallow School, Worcester	0	17	6
Mr. Heller, Parochial Infant School, Clapham	0	2	6
Mr. F. Revel, N. S., Bedlington, Morpeth	1	6	6
Mr. Blissenden, National School, Deal	0	2	7
Mr. H. Weatherill, National School, Birdsall, Malton	1	9	2
Total.....	£344	10	3½

Treasurer—MR. W. McLEOD,

Royal Military Asylum, Chelsea, S.W.

Honorary Secretary—MR. J. EASTON,

St. George's School, Borough Road, S.E.

SUMMARY OF RESULTS OF EXAMINATION OF STUDENTS IN
TRAINING COLLEGES.

ENGLAND AND WALES.

MALES.

NAME OF COLLEGE.	First Year					Second Year					Third Year			
	1st Division	2nd Division	3rd Division	4th Division	Failure	1st Division	2nd Division	3rd Division	4th Division	Failure	1st Division	2nd Division	3rd Division	Failure
Bangor (Brit. and For. Sc. Soc.)	1	15	8	1										
Battersea (National Society's)...	20	15	3			12	36	3				2		
Borough Road (B. & F. Sc. Soc.)	27	34	12			10	10	1						
Cardarthen (National Society's)			7		2		3	12	2	1				
Carnarvon (Church of England)	1	7	8	1	1	1	4	4						
Chelsea, St. Mark's (Nat. Soc.)	11	35	11			9	17	14	1			3	1	1
Cheltenham (Church of England)	3	37	9			1	5	20	19	1				
Chester (Diocesan)	1	19	2	1		3	10	3						
Chichester (Diocesan)		1	4	1				9	3					
Culham (Oxford Diocesan)		19	26	4	1		9	6	1					
Durham (Diocesan)	6	18	3			4	10	10						
Exeter (Diocesan)		16	13				6	5						
Hammersmith (Roman Catholic)	11	24	7	1		2	4							
Highbury (Church of England)	12	24	8			12	13	7						
Peterborough (Church of Eng.)		8	19	1		1	8	8						
Saltley (Worcester Diocesan)...	1	15	29			1	6	21	5					
Westminster (Wesleyan)	5	30	5			8	16	4						
Winchester (Diocesan)	1	7	1		2	2	2	3						
York and Ripon (Diocesan).....	1	23	24			3	14	6	1					
	101	347	199	10	7	73	188	35	14	1		5	1	1

FEMALES.

NAME OF COLLEGE.	First Year					Second Year			
	1st Division	2nd Division	3rd Division	4th Division	Failure	1st Division	2nd Division	3rd Division	Failure
Bishop's Stortford (Rochester Diocesan)	22	9	1			4	13	2	
Brighton (Chichester Diocesan)	5	16	6			2	8	10	
Bristol, Gloucester, and Oxford (Diocesan) ...	21	19	2			6	16	12	
Cheltenham (Church of England)	17	13			1	5	14	7	
Derby (Lichfield Diocesan)	9	7	4			3	8	9	
Durham (Diocesan)	9	11				9	7	8	
Home and Colonial (Church of England)	45	19				30	15	1	
Lincoln (Diocesan)	20	14	4						
Liverpool (Roman Catholic)	14	19	4	1		17	9	4	
Norwich (Diocesan)	14	8	2			8	6	4	
Ripon (York and Ripon Diocesan)	9	8	4			6	6	3	
St. Leonard's (Roman Catholic)	4	5	3	4	3	1	3	7	
Salisbury (Diocesan)	14	19	2	1		9	17	2	
Stockwell (British and Foreign School Society)	21	39	10	1		6	7	5	
Truro (Exeter Diocesan)		9	4				7	5	
Warrington (Chester Diocesan)	34	25	2	1		12	16	8	
Westminster (Wesleyan)		20	10	4	2	1	6	9	
Whitelands (National Society's)	39	16	1			24	22	5	
	297	276	59	12	6	137	180	101	

SCOTLAND.

MALES.

	First Year					Second Year			
	1st Division	2nd Division	3rd Division	Schedule	Failure	1st Division	2nd Division	3rd Division	Failure
Edinburgh (Episcopal Church)		4	1			1	2		
Edinburgh (Church of Scotland)	15	18	19	1	6	12	22	5	1
Edinburgh (Free Church)	8	30	10		1	16	19	13	
Glasgow (Church of Scotland)	7	37	5			8	11	7	2
Glasgow (Free Church)	4	27	20		1	7	15	9	
	34	116	55	1	8	44	69	34	3

FEMALES.

	First Year					Second Year			
	1st Division	2nd Division	3rd Division	Schedule	Failure	1st Division	2nd Division	3rd Division	Failure
Edinburgh (Church of Scotland)	5	30	14	5	2	11	10	14	1
Edinburgh (Free Church)	15	26	10	1		12	13	14	
Glasgow (Church of Scotland)	10	15	10	1	1	2	14	7	
Glasgow (Free Church)	9	17	10	5	5	9	8	7	1
	39	88	44	12	8	34	45	42	2

OPPORTUNITIES.

The responsibility of Teachers cannot be weighed because impalpable and immense. Whether we view their office religiously, philosophically, or selfishly, the truth of this assertion will manifest itself. Many, however, we fear, have but the shallowest conception of the vital truth upon which they venture this assertion, and only follow *fashion* in believing in the importance of education, feeling not, we may truthfully say, its value. In such a spirit as this, you will therefore perceive at once, it is both undesirable and useless to approach the subject of Religion in Teachers, and their spiritual ministrations, if the latter term may be applied to the most important branch in which the Teacher has to impart knowledge.

Teachers are unincumbered by any special religious vows and obligations undertaken at the outset of their career as a necessary part of duty to give a distinctive feature to their calling, and so are not looked upon with that suspicion felt by a class of prejudiced minds towards clergymen. They are free from the special obligation inflicted in clerical articles of faith, being bound rather by those more general doctrines of faith in God and Redemption, linked with the practical duty to walk in the precepts and practices of the sacred Book. They carry outwardly an absence of especial devotion and dedication to God's service. Their opportunities of imparting religious instruction to others, therefore, under these considerations, must be peculiar, and must carry with them, when imparted in a proper spirit, a peculiar energy and impression of genuineness incompatible with the outward circumstances attending the man specially devoted to preaching the Word of God and administering the Sacraments. Again, a Teacher is in contact with humanity in the most impressionable stage of life, the child in its youth, the parent during the time of his greatest anxiety for its offspring. Fearful then is the risk if Teachers avail themselves not of such priceless opportunities daily presented in their subordinate sphere for spreading or strengthening religious convictions and preparing souls for the great Master. Do your duty then. There is much to warn Teachers in this day, and to read them an awful lesson, not alone of neglected precepts, to which all must submit and expect, but of perverted instruction. What an instructive fact is it for all to take home, when we see the man Taylor making murder a part of his creed, and the woman Constance Wilson dying with the words of piety on her lips, used as the strongest asseverations she could employ to confirm a lie to screen herself—one of the most wretched of women. Is it not possible, think you, from the antecedents and education of such individuals to affix culpability to somebody's door? Have we all remembered such precept, "In due season ye shall reap if ye faint not;" or to make use of the rare opportunities which present themselves to us at our post?

Opportunities by no means to be despised arise whilst visiting parents for letting fall words of gentleness and truth, and much good may be done whilst performing this necessary part of duty, if it be but undertaken as it should be.

A spirit of the age is abroad making children masters at home, and so tenfold increasing the Schoolmaster's work. Another spirit, trampling on the heels of Neology, is unsettling men's minds concerning the authority of the Bible. Such evils bring their difficulties, but to the consistent and prayerful are not insurmountable. Faith assures herself that good and evil results will follow.

Who then is a faithful and wise servant, whom his Lord hath made ruler over his household, to give them meat in due season. Blessed is that servant whom his Lord, when he cometh, shall find so doing. Verily I say unto you, that he shall make him ruler over all his goods. But if that evil servant shall say in his heart, my Lord delayeth his coming; and shall begin to smite his fellow-servants, and to eat and drink with the drunken. The Lord of that servant shall come in a day when he looketh not for him, and in an hour that he is not aware of; and shall cut him asunder, and appoint him his portion with the hypocrites: there shall be weeping and gnashing of teeth.

H. E.

Educational Intelligence.

THE TENTH ANNUAL CONFERENCE OF THE ASSOCIATED BODY OF CHURCH SCHOOLMASTERS IN ENGLAND AND WALES.

We give the following extract of the published proceedings of the Conference, as containing the opinions of men practically engaged in the work of Elementary Education:—

NIGHT SCHOOLS IN AGRICULTURAL DISTRICTS.

Mr. Hobley, of Brightwell, Wallingford, read a paper on the above subject. He said that no thoughtful teacher, whose heart was really in his work, and who possessed at least a few sparks of human benevolence and Christian philanthropy, could long be settled in any of our country villages without feeling that the present condition of the labouring classes was far from being a satisfactory one: he was soon convinced that morals and religion were amongst them at a very low ebb; and deeply must his heart be pained thereby. On his way to church he saw many loiterers who were not worshippers; and, feeling sure that there was no fault in the minister, he could not but conclude that the disease was in the idlers themselves, and that there was some inherent cause which proved a hindrance to their moral and spiritual advancement. Again, in the case of village ale-houses at night, he felt that, although the discomfort of homes was one of the causes that tended to increase the evil, yet the disease itself was to be found in the individuals who were there assembled. The prime cause of all was the degraded position of the man, and the remedy must be his elevation in the scale of humanity. So long as labour was confined to the hand and muscle, and the mind left in ignorance, there was a tendency to lower the working man, both in the estimation of his employer and himself. What influence, then, should they use to produce sobriety, industry, contentment, and religion among our farm labourers? They must be given the means of intellectual improvement, be furnished with the power of bringing an intelligent mind to bear on their daily work, and above all be led to know and love God. The village night school seemed to be a most suitable place for the means to be put in operation, and consequently he came to the conclusion that they might be made instrumental in raising

the condition of the labouring classes. In 1858 the number of scholars was 80,966, of whom 54,000 were in schools connected with the National Society. That number seemed but few when compared with the number of rising adults in our agricultural villages, and still fewer when it was remembered that even those were spread throughout the length and breadth of the land, in manufacturing and mining as well as farming districts. And when they knew at what an early age lads were drawn away from the day school by the labour market, he felt convinced that they could not overrate the importance of night schools, or prize them too highly, they being so well calculated to carry on the education of those whose day attendance had early come to an end. The night school teacher should endeavour to draw into his school rising adults, in preference to grown up married men. Twelve years was the age at which the Government grants commenced. The critical nature of the period of life through which the scholars were passing should not escape the teacher's observation. Nor must it be forgotten to notice the bodily condition in which the lads came to the evening meeting. Generally, from early morn they had been at manual labour, were in a weary state, glad enough of a little amusement, but unfit for much head work. The majority would be glad to amuse themselves under the form of learning, and, although this could not lead to high mental results, it would produce very useful and very advantageous ones, and with those they must be content. This led them to inquire who should be the teachers? This was one of the greatest difficulties of this important subject. The new Code said nothing on this point. Was there a tacit understanding that a certificated teacher must be attached to the night school, or there would be no grant? If so, Government plainly intended the teacher in the day school to teach in the night school also. But very few would be found whose constitutions and bodily powers would be found equal to this task, even if they were willing. One rector thought that the clergyman should superintend the school; another, writing very strongly, said that the clergyman should be the actual labourer. He (Mr. Hobley) was of opinion that the presence and influence of the clergy were especially needful in the proper conducting of night schools, but that young teachers should not be engaged, because their characters, being as yet unformed, would not carry that moral weight and influence which was so necessary in a successful night school teacher. The assistants should be persons of moderate attainments, just capable of teaching that which would be useful to the labourer in his daily life. In the school, creature comforts should not be overlooked in an anxiety to provide for mental wants. There should, too, be a judicious classification of the pupils, all of whom should be kept continually at work. The education should simply embrace reading, writing, and arithmetic, and religious knowledge. Other subjects should only be introduced when there were teachers suitably qualified and scholars sufficiently advanced to attend to them with profit. The number of nights the school should be open, the duration of time each night, the payment or non-payment of fees, the persuading of the lads to purchase some of the required books, &c., would all vary according to the peculiar circumstances of each village. Prize schemes, he thought, might prove very useful to night schools, and would form a very satisfactory test of the real practical value of the education given in our villages. He believed that Sunday

Bible classes, where they were practicable, were the means of doing much good. The speaker concluded by commending the subject to their serious attention.

The President having invited discussion,

Mr. Hay, of London, said he had had a night school for years, and found it to work very beneficially. Good arrangement, however, must be made with efficient teachers. For that the same master could work both the day and night schools was impracticable, if not impossible. He proposed a vote of thanks to Mr. Hobley for his paper, and expressed his concurrence in much that Mr. Hobley had said respecting the beneficial effects of night schools.

Mr. Macintosh, of Runcorn, said that, as a night school teacher who had been for many years in the service, he wished to draw their attention to six points. And, first, as to the necessity for night schools: no one could deny that they had become absolutely necessary. The second and more important question was as to who was to teach in them. It would be wrong, he contended, to compel the parochial clergyman to become the absolute master of the night school. He was always delighted to receive a visit from the clergyman, for it was a stimulus both to him and his boys. He unhesitatingly said that a night school teacher should be a most experienced day school teacher. He had taught three times a-day, and meant to do so again; but he should ask for a suitable assistant to relieve him in his day labour. His experience led him to the conclusion that it was far more difficult to manage a night than a day school. The night school required a more extensive and general knowledge of things than the day school, and the teacher should know more of men, manners, and the world than the infant school teacher. He had three adjuncts, without which he did not think that much good would be accomplished, viz., a reading room, concerts, and lectures. He also had a little room off the school, in which working men could smoke their pipes.

In reply to a question from Mr. Rogers, of Stoke,

Mr. Macintosh said that the hours of his night school were from half past six to nine o'clock. The smoking was merely allowed for five minutes, as a relaxation and a break to the monotony of the studies. He found the men returned with a more thorough zest.

Mr. Powell, of Northill, Bedford, said that in his night school he took one class and the clergyman took another.

Mr. Gilkes, of Batcombe, said that, with respect to the question of payment in night schools, his own experience of twelve years led him to the conclusion that some payment should be required, however slight. For four years he conducted a free night school, which was open every evening; the average attendance was then about 30. Considering that the parish contained about 1,000 inhabitants, he did not think that a fair proportion. Next winter one penny per week was charged, and the average number then rose to 44. At the present time there was an average attendance of 60 scholars during the winter months. These pennies were paid over to the fund of the village library, to which the night scholars were admitted as free members.

Mr. Hare, of Ravenstone, alluded to a night school, the attendants of which were not charged any fixed sum, but were called upon to subscribe for the purchase

of books for general use. One evening in the week was set apart for lectures and discussions, and, as a proof that they were popular, the labouring men attended and took part in the discussion.

Mr. J. J. Graves, of Lampport, the Hon. Gen. Secretary, after complimenting the last speaker on the way in which his school was conducted, said he thought that teaching should only take place on three evenings, and for an hour and a half on each evening. The subjects should be only reading, writing, and arithmetic—half an hour to each. If anything else were required, a special evening should be devoted to it. He advocated the benefits of an interchange of lectures amongst the clergymen and teachers of a number of villages in any locality. He was of opinion that the clergyman ought to be present, and to exercise an influence in the night school.

Mr. Warriner, of Manchester, believed that all night schools conducted by clergymen would be failures. There should be a combined action between the clergyman and the schoolmaster, by which means, in his own case, the most satisfactory results had been obtained. His scholars were kept closely employed for two hours and a half, and in connexion with the school he had established a small reading room, with the daily papers and periodicals. He also allowed a smoking room, and even found the men pipes and a little tobacco. Religious subjects were only introduced in the shape of reading lessons, but his system had led to the formation of an adult Sunday class, and to attendance at church of about 30 young men, who had not before been accustomed to attend.

Mr. Sluter, of Stafford, said he thought they ought to be much obliged to the Committee of Council on Education for having mentioned this subject of night schools in their Code. He thought the clergyman should be neither teacher nor superintendent. He thought that, instead of teaching religious subjects in night schools, a Sunday class or a week evening Bible class should be formed.

Mr. Kiddell, of Guildford, said that, in nine out of every ten agricultural villages, it was difficult to get young men, who lived some miles, perhaps, from the school, and had been engaged all day walking to and fro with their ploughs, to attend the night school. The weather also was, in some instances, a bar to their attendance. He was also of opinion that if they could combine religious with other instruction, without making the former too prominent, it would be a great advantage.

Mr. Crabtree, of West Bromwich, contended that religious instruction should form an important feature in night schools. One of the three nights might be devoted to a Bible lesson, and nine years' connection with a night school had convinced him that such instruction was received with the greatest interest and attention. Certain religious works might be set apart till the end of the session, and an examination take place upon them. The Society of Arts had taken up the question of night schools, with a view of encouraging the boys at the day schools to work for the Society's Certificate; and in addition to this there was, in south Staffordshire, a Committee of Education, who granted certificates to those who attended night schools. He agreed with those who thought that payment should be taken from the pupils.

Mr. Woodcock, of Derby, said that, speaking from eleven years' experience of night schools, he thought that something was wanted from the employers, who should be asked to give their men more time to attend; for it was too much to expect that men who had been hard at work all day would attend.

Mr. Smith, of York, said he might be thought singular, but he was decidedly adverse to the Committee of Council, and to those other people who thought that night schools had become a necessity. It was the fault of employers that boys were removed at an early age from school.

Mr. Foster, of Liverpool, said that the difficulty was to get boys to attend the night school. He thought the clergyman should not be the teacher; and he did not see how the night schools were to be carried out unless by regularly trained teachers. Adults who attended night schools did not want to be treated like children, and, therefore, they must have experienced masters. With respect to the schoolmaster being required to teach three times a day, it was preposterous, and the only way to overcome that difficulty was by raising a subscription, and engaging an assistant teacher, so as to divide the duties of the day and night schools.

Mr. Philips, of Benson, near Wallingford, said that in his district there were two schools, which had gone on well, and in which smoking was allowed for adults.

Mr. Bulman, of Derby, said that if the object of the Revised Code was to bring all the boys of the day and night schools together before they could have a certificate, he did not see how it was practicable. If the Council on Education had intended to encourage night schools, they had adopted a very unwise course.

Mr. Hughes, of Oxford, said that there were two kinds of parishes, large and small, in some of which it might be desirable that the clergymen should undertake the night schools, and in others that he should not. He knew of two cases in which night schools were carried on by the clergy, and they were two of the most successful that he knew of. With respect to the New Code, the only schools that would be benefitted by it were the town schools; for in manufacturing districts the hours of labour were regular, and in agricultural districts of an irregular character. With regard to the examination of the day and night scholars, if they were all to be examined in one room, he could not see how it was practicable, and yet they must submit to it before they could get one penny from the New Code.

Mr. Trevarthen, of Redhill, said that, after seven years' experience of a night school, five times a week, he had managed to get an average attendance of 40. He believed that many of the difficulties that had been raised were imaginary ones, and would disappear; whilst he was convinced that much good had been done by night schools. His boys came from a mining and manufacturing district, and always attended in larger numbers on the days of examination, both of the night and day schools. He hoped that it would not go forth to the world that the promoters of night schools encouraged smoking.

Mr. Macintosh explained that he only allowed adults to smoke, with whom it had been a habit for years.

The vote of thanks to Mr. Hobley was then seconded by Mr. Dee, and carried unanimously.

LIVERPOOL CHURCH TEACHERS' ASSOCIATION.

The usual monthly meeting of this Association took place on the 14th February, in St. Augustine's Schools. There was an exceedingly good attendance. An interesting paper was read by Mr. Kent, on "Campbell the poet."

After the glee "From Oberon," a lively discussion took place, in which all the members present took part.

The March meeting was held in St. Augustine's Schools on Saturday, March 14th, Mr. Gardner, the President, in the chair. An excellent paper on "Trial by Jury," was read by Mr. Freeston. He commenced by shewing the primitive methods of administering justice, noticing in particular, some of those mentioned in Scripture. Its rise and progress in England and on the Continent were next treated of by the essayist, who concluded his paper by giving some practical cautions regarding the use of trial by jury.

The Anthem "I will lift up mine eyes," was then sung, and an interesting discussion on the paper ensued. After the usual business, persons were appointed to read the papers for the ensuing year.

At the next meeting, a paper will be read by Mr. Gardner, on "Dr. Arnold." The glee for the occasion is "Awake Æolian Lyre."

St. Barnabas, March 19, 1863.

METROPOLITAN SCHOLASTIC FRIENDLY SOCIETY.

An auxiliary society in connection with the Manchester Unity Friendly Society has been established in the Metropolis for the especial benefit of Schoolmasters. The payments are graduated according to age, and are based upon well-authenticated life tables. A benevolent fund is also provided for the relief of casual distress. The Society was opened on Monday February 23, with more than the usual number of members. At the conclusion of the business, dinner was served by the steward of the Whittington Club. The chair was taken by Mr. Henry H. Sales, who was supported by the Deputy Grand Master of the Manchester Unity, the Grand Master and officers of the South London District, the officers of several Metropolitan Lodges, and about seventy schoolmasters and friends. A number of clergymen and gentlemen of influence have signified their intention to become honorary subscribers to the new Lodge. A Committee of Metropolitan Lodges have been formed for the purpose of taking the necessary steps to erect an Asylum and Orphan School in the vicinity of the Metropolis forthwith. The new Scholastic Lodge will be represented on the Committee, and the members will share the advantages of both Institutions, which will be liberally endowed from the Distress Fund of the South London District.

Schoolmasters now resident in London can avail themselves of all the benefits of the Society, except the gratuitous services of the Surgeon. Any information required can be obtained of the Lodge Secretary, Mr. Ford, Greenhill's Rents, Smithfield, London, E. C.

METROPOLITAN ASSOCIATION FOR PROMOTING THE EDUCATION OF ADULTS.

This Association was established at a public meeting held at the Whittington Club, in November last, under the presidency of Vice-Chancellor Sir W. Page Wood, Bart. Its object is to extend and improve in the Metropolitan District the means for the

education of youths and adults of both sexes. The operations of the association will be carried on through the agency of its Local Boards. Five Local Boards have already been established in St. James's, Westminster; chairman, Sir W. Farquhar, Bart.; hon. sec., Mr. Randall. Lambeth,—chairman, Rev. J. Lingham; hon. sec., Mr. Heller. Southwark,—chairman, Rev. T. Howlett; hon. sec., Mr. Myers. Spitalfields,—chairman, Rev. J. Patteson; hon. sec., Mr. Day. Hackney,—chairman, B. ite, Esq.; hon. sec., Mr. Gray. The Association suggests a course of study to the members of institutions and evening classes, conducting an annual examination, and awarding certificates and prizes to successful candidates. These certificates are passes to the final examinations of the Society of Arts. The examinations for 1863 were held the first week in March, and although but short notice had been given, above two hundred candidates presented themselves for examination. A special examination in Religious Knowledge, under the direction of the Bishops of London and Winchester, will be held on the 12th of May. The General Committee meet fortnightly for the despatch of business. During the last month the meetings have been attended by Sir S. Phillips, Rev. J. Lonsdale, Rev. C. Robins, Rev. J. Wallis (Hon. Sec.); E. C. Tufnell, Esq., T. Reed, Esq., C. Critchett, Esq., J. G. Fitch, Esq. (Hon. Sec.), S. Redgrave, Esq.; Messrs. Randall, Detch, Heller, Day, Ives, and H. H. Sales, Secretary. The Committee are anxious to extend the benefits of the Association, and will thankfully receive communications from Clergymen and Teachers. Letters to be addressed to Mr. Sales, Secretary, 19, John Street, Adelphi, London, W.C.; or 9, Livermere Place, Dalston.

Notices of Books.

Sydenham's Writing System. Set of card copies. Specimen packet. Longman and Co.—Compared with Mulhauser's "Working Models," Mr. Sydenham's are larger in size and much superior in style of penmanship. They are thus described:—"A series of seven cards has been prepared, each card of post copybook size, and loose sheets of paper of the best quality to correspond to the cards, ruled in various directions, and containing, moreover, penciled assistance for use instead of copybooks. Each card contains from eight to fifteen lines of progressive writing, each line differing from the one above it. The pupil is required to copy each card until he performs his work satisfactorily, before he is advanced to a higher number. Each writing sheet is secured by the teacher when finished, and is thus kept clean." That the system has good points about it we at once admit, but we doubt its general adaptability for elementary schools. For middle class schools, we should think these copy cards and sheets very desirable.

Third Standard Reader. Fourth Standard Reader. Fifth Standard Reader. By J. S. Laurie. Longman and Co.—Few, among the many sets of reading books now in use, will be more popular with children than the "Standard Reader." The selection of pieces for reading, whether prose or poetry, is so suitable for the tastes of juveniles, that these books are certain to be read, not as tasks, but

as a pleasurable occupation. We should greatly fail in the duty we owe to our readers, were we not to commend the "Standard Reader" to their attention. As a set of reading books they are eminently adapted for their purpose, and the cost is very moderate considering the quantity of matter they contain. In the explanations of words, which generally are well done, we observe here and there a necessity for revision, as some of them are altogether incorrect. Thus,—windlass, *ship's crane*; starboard, *right side* (looking towards the poop); timbers, *planks of a ship*; &c. If the editor will walk down to the docks, and submit his notions of sea-terms to some of the blue-jackets there, he will probably hear something to his advantage, rudely put though it may be.

A Hand Book of School Management and Methods of Teaching. By P. W. Boyce, A.B. Simpkin and Co.—It is always a considerable advantage to those connected with education to be informed of what is doing, by persons who are in circumstances to give particulars upon which dependence can be placed. Such an advantage is to be found in this work, for it is a good Manual of the system pursued in the National Schools of Ireland. It is, indeed, very much like the Manuals of the English National School Society, and the British and Foreign School Society, such as most teachers were familiar with twenty years ago. The remarks on teaching the elementary subjects are full of good sense. The following passage, on teaching to read, may be taken as an example:—"It has been already remarked that the success of the children in learning to read, depends, among other things, on quantity; this important principle must be always borne in mind. Careful correction will render a child's pronunciation sufficiently pure, but all the vigilance in the world will not give a boy fluency without constant practice. Many teachers, forgetting this, occupy almost the whole reading time with a never-ending series of interruptions and minute corrections. The quality of the reading must, indeed, be attended to, so far as is useful, but it is only quantity that gives facility. A child learns to read much in the same way as he learns to play on a musical instrument. No one ever yet became a proficient on the flute or on the violin, without constant and long continued practice, and it is just the same with reading. Give the pupils, then, sufficient practice; let them read as often as possible, and in large quantities at a time. By following these and the preceding directions, you will make your children read fluently and sensibly, and in far the greater number of National Schools, this is all that can or ought to be expected."

Questions for Examination on Miss Sewell's Child's History of Rome. By Fanny Parkhurst. Longman and Co.—To those teachers, and they ought to be few, who find a difficulty in framing questions on the text for oral examination, this little book may be serviceable. The questions are, upon the whole, better constructed than it is usual to find them in books of this class.

The Six Standards of Arithmetic. Standard II. By W. McLeod. Longman and Co. The same features characterise "Standard II" as we noticed when the preceding issue was under consideration. The directions are so simple, so minute, and so exhaustive, that young teachers will hereafter have no excuse for ineffective teaching in this particular subject.

Stammering and Stuttering. Fifth Edition. By J. Hunt, Ph. D. Longman and Co.—Few points, in the matter of individual instruction, give more anxiety to the teacher than the question of how to deal with children whose pronunciation is defective. Without being directly charged with the cure of such defects, every teacher is anxious to remedy them so far as he has the power. In the work before us, the whole question is opened in an interesting manner, and the book, which on first acquaintance might be thought an unreadable one, is found to be full of attraction to those whose professional duties force the subject treated of upon their attention. Undoubtedly, it is a work that should find a place in the libraries of all Schoolmasters' Associations.

EXTRACTS FROM THE PLYMOUTH MSS. MAGAZINE.

SCARABÆUS.

The well-known beetle of the Nile, and of most other southern Mediterranean countries, has a remarkable instinct for the preservation of its eggs, which was very early noted by the first settlers in the valley of the Nile. The female deposits her egg on the soft wet mud of the Nile just as the annual overflow begins to subside. She then, by working diligently with the plate on her head, and her fore-legs, heaps the adjacent mud upon the egg in the form of a hemisphere. Afterwards, with the same apparatus, she works downward beneath the egg, so as completely to detach the mud on which her work stands. Then, by the same implements, and with matchless skill, she completes the sphere, the dimensions of which she has evidently been taught by the same instinct exactly to calculate. The claws of her two long hinder legs are next plunged into the mud of which the sphere is composed at exactly opposite points, so as to form the two poles of an axis of the sphere. Then, supported on the front pair of legs, she presses with the two middle legs obliquely against the sphere, so as to give it a rotatory motion; and, walking backwards, rolls away from the river the ball which is the nidus of her future offspring, until she reaches the adjacent sand of the desert, wherein, by burrowing underneath it she and the object of her solicitude are in an incredibly short time buried to the depth of two feet, or more. It is a curious sight just as the Nile subsides to see hundreds of these creatures together, rolling their balls of mud all in the same direction. The hieroglyphic name of this insect was *chrē* or *krē*, the goose being the determinative in kind of all winged creatures.—From *Osburn's Monumental History of Egypt*.

Correspondence.

Glasgow, Feb. 20, 1863.

SIR,—I shall feel exceedingly obliged, if some one of your correspondents would kindly inform me if the *radius and arc* of a circle are sufficient data to find the chord of said *arc*, and likewise give the "Rule."

I am Sir, your obedient servant,

A POOR MATHEMATICIAN.

March 19, 1863.

SIR,—In reply to “An Old Friend,” I must still differ from him in the interpretation he puts upon the question. In his 1st supposition, he says there is no element of time mentioned; but, if the buyer receives the discount of $2\frac{1}{2}$ per cent. on £15 15s., it is because he does not let this part of his debt remain unpaid for four months. Hence, I take the time as an important element of the question, and use it in my calculation.

To his 2nd case. I must also demur. There is no present or network wanted to be found. The buyer, by allowing the remaining £15 15s. to remain unpaid for four months, does not receive any discount, but pays it at the expiration of the time agreed upon.

I cannot come to any other conclusion than I did in your December number, p. 239.

Perhaps one of the authors of the question, whose name has appeared in your February number, p. 285, might enlighten us.

I am, Sir, your obedient servant,

H. H.

FOR L'ANGLAIS; PAGE 288.

No. 1.

3s. in the £ = 15 per cent. And 15 per cent. on $(100 - 30) = 70$ per cent. of rent = $\frac{15 \times 70}{100} = 10\frac{1}{2}$ per cent. on whole rent $\therefore$ whole annual value = $10\frac{1}{2}$ per cent. of rent = £884 $\therefore$ rent = $\frac{884 \times 100}{1104} = £800$. And rateable value = $\frac{1}{17}$ of £800 = £560. Ans.

No. 2.

$$\begin{aligned} \text{Correcting misprints } \frac{\frac{1}{4}(\sqrt{5} + 1)}{\frac{1}{2\sqrt{2}}\sqrt{5} + \sqrt{5}} &= \frac{2\sqrt{2}(\sqrt{5} + 1)}{4\sqrt{5} + \sqrt{5}} = \\ \frac{\sqrt{10} + \sqrt{2}}{2\sqrt{5} + \sqrt{5}} &= \frac{(\sqrt{10} + \sqrt{2})\sqrt{5} + \sqrt{5}}{2\sqrt{5} + \sqrt{5} \cdot \sqrt{5} + \sqrt{5}} = \frac{\sqrt{(\sqrt{10} + \sqrt{2})^2 \cdot (5 + \sqrt{5})}}{2\sqrt{25} - 5} \\ &= \frac{\sqrt{(12 + 4\sqrt{5}) \cdot (5 + \sqrt{5})}}{2\sqrt{20}} = \frac{\sqrt{80 + 32\sqrt{5}}}{2\sqrt{20}} = \frac{2\sqrt{20 + 8\sqrt{5}}}{2\sqrt{20}} = \frac{\sqrt{20 + 8\sqrt{5}}}{\sqrt{20}} = \\ &= \frac{\sqrt{1 + \frac{2}{5}\sqrt{5}}}{\sqrt{20}} \end{aligned}$$

Ans.

No. 3.

$$\begin{aligned} \frac{\frac{1}{2\sqrt{2}}\sqrt{5} + \sqrt{5}}{\frac{1}{4}(\sqrt{5} + 1)} &= \frac{4\sqrt{5} + \sqrt{5}}{2\sqrt{2}(\sqrt{5} + 1)} = \frac{2\sqrt{5} + \sqrt{5}}{\sqrt{10} + \sqrt{2}} = \frac{2\sqrt{5} + \sqrt{5} \cdot (\sqrt{10} + \sqrt{2})}{(\sqrt{10} + \sqrt{2})(\sqrt{10} + \sqrt{2})} \\ &= \frac{2\sqrt{(5 + \sqrt{5}) \cdot (\sqrt{10} + \sqrt{2})^2}}{10 - 2} = \frac{\sqrt{(5 + \sqrt{5})(12 + 4\sqrt{5})}}{4} \\ &= \frac{\sqrt{80 + 32\sqrt{5}}}{4} = \frac{4\sqrt{5 + 2\sqrt{5}}}{4} = \sqrt{5 + 2\sqrt{5}} \end{aligned}$$

Ans.

H. T.

[A working also sent of No. 1, by “An Old Subscriber.”—ED.]

QUESTIONS—TO BE WORKED BY ARITHMETIC.

1. A person sold 80 lambs and 100 geese for £65; but he sold 60 geese more for £20 than he did lambs for £10. What was the price of each?
2. A farmer bought some sheep for £57; but he lost 8 of them, and sold the remainder at 8s. a head profit, and neither lost nor gained by the bargain. How many sheep did he buy?
3. A man travelled 105 miles, and then found that if he had not travelled so fast by 2 miles an hour, he would have been 6 hours longer on the journey. How many miles an hour did he travel?

General Examination of Training Schools.

CHRISTMAS, 1862.

MALES: FIRST YEAR.

LATIN.

Three hours allowed for this Paper.

You are not permitted to answer more than *one* question in each Section.
Acting Teachers are not obliged to take this paper.

SECTION I.

1. Decline *lapis* throughout.
2. Decline *opus*, *gradus*.
3. Put down the genitive plural of *bos*, *republica*, *domus*, *vates*; the dative singular of *caro*, *cor*, *nox*. State the rules under which each of these nouns falls, or to which it is a recognized exception.

SECTION II.

1. What is the characteristic of the third declension? of the fourth? and of the fifth?
2. Decline *tener*, and *unus*.
3. Give the positive forms of *senior*, *nequior*, *ditior*, *minor*, *plus*, *pejor*.
What kind of adjectives form their comparative in *entior*?

SECTION III.

1. Decline *ego*, *tu* and *sui*, and *aliquis*.
Parse *ejusdem*, *ipsum*, *nostratis*.
2. Define verbs transitive, intransitive, personal, impersonal, deponent, giving examples of each.
Parse *monebamus*—*monebinus*—*moneremus*—and mark the quantities of each.
3. Write out the preterperfect potential of *esse*, and *regere*, the future Indicative of *nolo* and *edo*.
Parse and translate *amando*, *amat*, *foret*, *futurus*, *amanto*, *monuere*, *regebantur*, *amabimini*, *audiantur*, *auditus fuerit*.

SECTION IV.

1. Translate and parse every word in these sentences:—

Qui bonis non recte utitur, ei bona mala fiunt.

Errare est humanum.

Edit, ut vivat: edebat ut viveret.

2. Translate in Latin—

He loved his country and his Queen.

patria Regina

He would have read the books of ancient men

liber antiquus

I shall be heard by all the enemies.

omnis hostis

MUSIC.

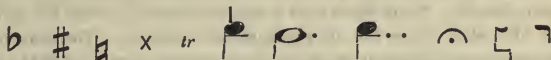
Three hours allowed for this Paper.

Acting teachers *not under examination as students* must file with this paper, through the left hand upper corner, the certificate which they are required to produce from some competent person (such as the organist of their church, &c.) to the effect that they possess such an amount of musical skill, vocal or instrumental, as is sufficient for the purpose of teaching children to sing. Candidates *under examination as students* need not file any certificate with this paper. Their certificates are separately furnished by the College authorities.

I. Write the proper signatures to the Major keys of A. B. C. D. E. F. G. respectively.

II. What is meant by the *relative Minor* to any Major key? Give examples, and shew in what respect the Minor scale differs from the relative Major.

III. Give a written explanation of the following symbols used in Music:—



IV. What is meant by Common Time—Triple Time—Primary Accent—Secondary Accent—and Syncopation?

V. Give examples in the opposite staves to illustrate what is to be explained in Question IV.

SECOND YEAR.

ACTS OF THE APOSTLES. THE EPISTLES TO THE GALATIANS
AND EPHESIANS.

Three hours allowed for this paper.

You are not permitted to answer more than *one* question in each Section.

SECTION I.

1. Give an account of St. Peter's Sermon on the day of Pentecost, c. ii., explaining its argument.

2. Relate the events of St. Paul's second journey.

3. What is known of Agrippa? Why was St. Paul "happy to answer for himself before him?" Relate the events of his appearance before the king, and its result.

SECTION II.

1. Relate the circumstances of the conversion of the first Gentiles. What is the meaning of the word "Gentile?" What is meant by "Grecians?"

2. Mention all the Roman Governors mentioned in the Acts, and from their conduct draw conclusions as to the aspect in which they viewed the first preachers of Christianity.

3. Compare the accounts given in the Acts of St. Paul's miraculous conversion, and the part of his life immediately following. How is this part of his life further described in the Epistle to the Galatians?

SECTION III.

1. Write notes on this passage, to shew how you would explain it to children.

Acts xiv., 11—18. "And when the people saw what Paul had done, they lifted up their voices, saying in the speech of Lycaonia, The gods are come down to us in the likeness of men. And they called Barnabas, Jupiter; and Paul, Mercurius, because he was the chief speaker. Then the priest of Jupiter, which was before their city, brought oxen and garlands unto the gates, and would have done sacrifice with the people. *Which* when the apostles Barnabas and Paul heard of, they rent their clothes, and ran in among the people, crying out, and saying, 'Sirs, why do ye these things? We also are men of like passions with you, and preach unto you that ye should turn from these vanities unto the living God, which made heaven, and earth, and the sea, and all things that are therein: Who in times past suffered all nations to walk in their own ways. Nevertheless he left not himself without witness, in that he did good, and gave us rain from heaven, and fruitful seasons, filling our hearts with food and gladness.' And with these sayings scarce restrained they the people, that they had not done sacrifice unto them."

2. *Or this,*

Acts xvii., 16—21. "Now while Paul waited for them at Athens, his spirit was stirred in him, when he saw the city wholly given to idolatry. Therefore disputed he in the synagogue with the Jews, and with the devout persons, and in the market daily with them that met with him. Then certain philosophers of the Epicureans, and of the Stoicks, encountered him. And some said, What will this babbler say? other some, He seemeth to be a setter forth of strange gods: because he preached unto them Jesus, and the resurrection. And they took him, and brought him unto Areopagus, saying, May we know what this new doctrine, whereof thou speakest *is*? For thou bringest certain strange things to our ears: we would know therefore what these things mean. (For all the Athenians and strangers which were there spent their time in nothing else, but either to tell, or to hear some new thing.)"

SECTION IV.

1. When was the Epistle to the Galatians probably written? What is its main object?

2. Relate as much as possible in the writer's words, the account of St. Paul's controversy with St. Peter.

3. Explain fully the arguments by which St. Paul proves that Christians are the seed of Abraham, (c. iii., and c. iv.)

SECTION V.

1. Quote the passage in which St. Paul compares the state of men before Christ, with that of the heir under a guardian, and explain the object of the comparison.

2. What were the special errors into which the Galatians had fallen? When had St. Paul converted them to Christianity? What does he mean by "my temptation which was in the flesh, ye despised not?"

3. Explain the following passage.

Galatians v., 16—18. "*This* I say then, Walk in the Spirit, and ye shall not fulfil the lust of the flesh. For the flesh lusteth against the Spirit, and the Spirit against the flesh: and these are contrary the one to the other: so that ye cannot do the things that ye would. But if ye be led of the Spirit, ye are not under the law.

SECTION VI.

1. What is the main argument of the Epistle to the Ephesians?

2. Point out clearly the difference in the objects of the Epistles to the Ephesians and Galatians.

3. What does the apostle mean by "the mystery which in other ages was not made known unto the sons of men?" How was it known to St. Paul? Quote other places in which this truth is called a mystery. What does St. Paul say should be the effect of our being united in one family of God?

SECTION VII.

1. Quote St. Paul's description of the Christian's armour—Explain in the simplest terms, as for children, the statement that our life is a warfare against Spiritual enemies.

2. Explain three of these passages:—

"That he ascended, what is it but that he descended first into the lower parts of the earth."

"Redeeming the time because the days are evil."

"Not with eye-service as men-pleasers."

"The holy Spirit of promise, which is the earnest of our inheritance, until the redemption of the purchased possession."

"By grace are ye saved through faith, and that not of yourselves: it is of the gift of God."

(The antecedents of *that* and *it* should be carefully pointed out.)

And give the full and exact meaning of the words—"Sleight," "Edify," "Alienated," "Circumspectly," "Nurture."

 THE BOOK OF COMMON PRAYER.

Three hours allowed for this Paper.

You are not permitted to answer more than *one* question in each Section.

SECTION I.

1. What is the meaning of the word "Liturgy?" Has it changed its meaning in modern usage? What were the chief parts of Divine Service before the Reformation? What books were published in the reign of Henry VIII. as Manuals of Devotion?

2. State the circumstances which led to revisions of the Prayer Book in 1559 and 1661 respectively. What was the character of the alterations made on those two occasions?

3. What are the chief objections which have been urged by Puritans and others against our service Book? What answers can be given?

SECTION II.

1. Quote the collect which begins, "Blessed Lord, who hast caused all Holy Scripture to be written for our learning," and make notes on it for a lesson to children on 'Study of the Bible,'—explaining everything in the collect that they would be likely to misunderstand, or omit to notice.

2. Give an analysis of the Litany. What is the meaning of the word "Litany?" Explain, as for children, the following words which occur in this service: "redeemed," "craft," "privy conspiracy," "affiance," "repentance," "subtily," "vouchsafe."

3. Write out the Canticle called "Benedictus." Shew where the division into verses is apt to interfere with the meaning. Illustrate it by quotations from other parts of Scripture, and explain it as if you were reading it with a class.

SECTION III.

1. The second collect at morning and evening prayer (after the collect for the day) are both called "Collects for Peace;" quote them and compare them. Explain "in knowledge of whom standeth our eternal life," "good counsels," "be set to obey."

2. What services are appointed for Christmas day? Explain the word "Christmas." Quote the collect, and explain it. What is the meaning of "adoption"?

3. Give an analysis of the "Order of Administration of the Lord's Supper." What is the meaning of "indifferently minister justice," in the prayer for the Church Militant. Explain the words "a full, perfect, and sufficient sacrifice, oblation and satisfaction," and assign a reason for the repeated emphasis.

SECTION IV.

Give an analysis of the Catechism and Confirmation Services. What preparation for Confirmation is pointed out at the end of the Baptism Service? What apostolical authority is there for Confirmation? Why is it not deemed a Sacrament in our Church?

SECTION V.

1. Explain the following passages from the Psalter:—

"Thou shalt destroy them that speak leasing."

"He that setteth not by himself."

"Thy loving correction shall make me great"

"Thou shalt prevent him with the blessings of goodness."

And the words and expressions "*dearth*," "*a moth fretting a garment*," "*frowardly*," "*the stool of wickedness*," "*the wickedness of my heels*," "*purge me with hyssop*."

SECTION VI.

Write down notes for a lesson to children on "devout behaviour at church." You must instruct them in what *they* are to do at Church, and illustrate the directions of the Prayer Book by references to the Gospels and Acts of the Apostles.

PAPERS FOR THE SCHOOLMASTER.

No. 147.

MAY 1, 1863.

Mr. Walter's Motion and the New Minute.

"A School Manager" pleads in the columns of the *Times* on behalf of Mr. Walter's motion, and of the 15,000 unassisted Parish Schools. He describes a very pictorial contrast between the smart school-buildings and well-ordered schools which have had their share of the Public Grant, and the damp, ugly, and ill-ventilated barns within which a distempered and discontented master contends with some fifty unsavoury boys of a parish which the Committee of Council has overlooked. But he does not furnish one proof that the condition of these schools, whose inner life he describes as "rosy to the eye, but not to the nose," is attributable to anything else, but the carelessness and neglect of land-owners and employers of labour. He does not assign one reason for sacrificing the interests of the 10,000 larger and inspected schools to these uninspected, and it may be self-neglected ones. He does not show cause why a system of examination, now universally required at the hands of apothecaries, attorneys, candidates for military and civil service, down to the very letter-carrier, should be dispensed with in the case of Parochial Schoolmasters.

The system adopted by the Old and New Codes of the Committee of Council assumes that a Master cannot teach what he does not know, and a "certificate" is the simple witness after examination of his competency. If the standard of the certificate be too high to suit the circumstances of a painstaking rural parish, by all means lower it, as the Revised Code proposes to do. But if the whole system of certificates be abandoned, the consequence will be that the entire 15,000 hitherto uninspected schools will simply come upon the Grant without giving any sufficient security that they will rise out of the discreditable condition which "A School Manager" so vividly describes. Once give up the examination, and make the certificate no longer the *test of the instrument employed*, and the consequence will be that every careless clergyman, asleep under the Old Code and asleep still, will prefer to retain his "uncertificated old woman," because it will involve less risk and trouble, although he may obtain only £15 from the Public Grant, rather than exert himself to increase the number and improve the education of his scholars; or, what is the same thing, engage a more expensive Master, with the hope of drawing £30 from the Grant. A better teacher would, indeed, draw the larger Grant; but then a better teacher requires a higher salary, and an indifferent School Manager will not incur the risk.

The true view of the case is this. There are 15,000 uninspected Schools which may be divided into three classes. For convenience sake, we will consider them equal in number. *First*, there are 5,000 connected, as for example Mr. Walter's own school, with well-favoured land-owners, who neither require, nor ought to desire, State Grants. *Secondly*, there are 5,000 less favourably-circumstanced schools, which belong to wide-awake clergymen, who, with all their efforts, have hitherto failed to bring up their schools to the standard required by the Old Code. Their case alone deserves consideration; and the Revised Code has already more than met it by the bold step of *lowering* the whole standard, and making it extremely easy for untrained teachers to obtain certificates in future. The *third* class embraces the remaining 5,000 schools belonging to parishes which have never made, and never will make, any real and self-denying effort whatever on behalf of education. It is for the sake of these, and not for 15,000 schools, that "A School Manager" really, though unconsciously, pleads. On their account this correspondent would sacrifice a system which has blessed our great populous towns, as well as earnest rural parishes, and would deal a heavy blow at a work which has produced a most incalculable blessing. Nor will these schools of the latter class be really benefited after all. The "uncertificated old woman" will be retained and receive her £20 salary as before, but with this difference, that £15 of her salary, which has been hitherto collected by a careless clergyman out of his parishioners' unwilling pockets, will, under the operation of Mr. Walter's motion, simply come from the Parliamentary Grant. Multiply this £15 by 5,000, and the product, £75,000, represents a dead loss inflicted upon the State. On the other hand, those School Managers, who are willing to make any real exertion to improve their schools, can have no possible objection to appoint a Certificated Master, when they find that under the Revised Code the certificate-standard has been lowered to meet their case, and that by his help the additional expense ought to be met by the successful examination of the children. It will be argued that, if the public want Certificated Teachers, the demand will create the supply; but two answers may be given. *First*, financial difficulties will induce managers to employ the cheapest agency; and we have shewn that it will be cheaper to employ an inferior article, although a smaller number of children pass the prescribed examination, and a smaller grant is consequently claimed. *Secondly*, it may be answered that the principle of leaving the supply to be regulated by the demand does not apply to works of benevolence. If popular education does not belong to this exception, then no grant whatever should be made either to Normal Schools or to Elementary Schools. The argument proves too much or too little.

THE NEW MINUTE.—Before the Easter recess, Mr. Lowe laid on the table of the House the New Minute affecting Normal Schools, for which we prepared our readers in our last number. We present it now for the instruction of all parties interested in its publication. It remains to be seen how far the House of Commons is prepared to accept it, and to give it the force of law. Its two leading features are, that it withholds from the Normal College all payments in regard of any student which it cannot prove to have been absorbed into the market, and it limits the Public Grant to a maximum of 75 per cent. upon the whole expenditure. To accomplish

the former object it cancels the whole system of Queen's Scholarships, leaving the Colleges to make their own terms with candidates for admission. What kind of bargain they will be able to make, especially if Mr. Walter's motion, which depreciates a certificate, becomes law, time only can shew. The second condition which limits the grant to 75 per cent. as a maximum, carries with it the appearance of fairness. The House of Commons will feel that a system which permits the religious bodies to control these institutions, should ask in turn some price for the liberty conceded. In adopting, however, this conclusion the House should be reminded—*first*, that this new burden is thrown upon the Normal School in direct defiance of the Report of the Royal Commissioners; *secondly*, institutions which now may be drawing 90 or even 98 per cent. from the public purse, in reality cost the State no more in the production of the article manufactured than the institution which draws only 50 per cent; *thirdly*, the new regulation will have the effect of closing the most successful Colleges, for those are most successful which, under the Old Minute, drew the largest amount from the State; *fourthly*, that the change is therefore a departure from the principle of "paying according to results;" *fifthly*, that in the estimate of 25 per cent., which the subscription list of the Normal School must now shew, no credit is given for the large sums expended upon its erection and furniture, the interest of which would in some cases go far to fulfil the condition required; and *lastly*, no credit is given for the unpaid services of managers, the value of which may be conjectured when the balance-sheet of the Government Institution, Knellar Hall, has been examined.

To illustrate these remarks, let the example of the Cheltenham Institution be taken. It has drawn 98 per cent. from the public purse; but in doing so it has only the more proved its successful work. Each of its manufactured Teachers has cost the State no more than any other. In the proposed alteration no credit is given to it for its economical administration; or, in other words, for the unpaid labours of its Directory. And yet upon such institutions the very heaviest blow of the new regulations must fall. No such casualty would follow if interest was allowed to be calculated upon some £10,000 private donations expended upon its erection; or if £100 a year were set down as remuneration for the labours, as in a commercial company, limited, of each of its directors.

THE EXCURSION.—Book I.

No. I.

1. *High*—used adverbially.
2. *Indistinctly glared*—shone with a dazzling light that rendered the landscape indistinct.
3. *Downs*—from *dun*, a hill, means an elevated plane, though sometimes applied also to a valley.
6. *Brooding*—hanging over the downs, like a bird upon its nest. *Shadows*—repetition of the same word in preceding line.
7. *Determined*—having their outlines (*terminus*, border) clearly defined.
Pleasant—repetition from preceding line.

10. *Extends his careless limbs*—stretches his limbs in a careless manner.

11-15. Paraphrased—"the roof of which, hewn out of the solid rock, throws before him a large shadow, a kind of twilight of its own creation, within which the wren is warbling; and the man, half-awake, half-conscious of the sounds that soothe him, directs his side-long dreamy glance upon the landscape, which by being enclosed by the over-hanging roof, has the appearance of greater distance."

19. *As*—like *so* is not in such positions a grammatical part of speech. It is expletive and prepares the mind for an adverb clause, introduced by a second *as*. In this place, such clause is omitted—'as grateful (*as this shade is*).'

25. *Ever with me*—in summer, the cloud of insects either go or appear to go with us as we walk. *Ever* is an adverb, attributive to 'being' understood.

30. *Walls*—in apposition to 'hut'; the description is suggestive of great desolateness,

32. *To my wish*—i.e., (according) to my wish.

36. *As if asleep*—'as-if' must either be regarded (like *qua-si*, Lat.) as a compound conjunction, introducing the subordinate clause 'as-if (he were) asleep,' or the original office of the 'as' must be explained. Here are in this case two conjunctions, each bringing its own clause '*as* (he would be), *if* he were asleep.'

38-40 may be thus analysed—"Him¹ | had I² marked | the day³ before | alone and
stationed⁴ in the public way | with face turned | toward the sun | then setting."
1, obj. to 2; 2, subj. and pred.; 3, adv. to pred. in 2; 4, comp. adj. to 1; 5, adj. to 1;
6, adv. to 5; 7, adj. to obj. in 6.

38. *Before*—a prep. to 'this day' understood; may be roughly regarded as an adj. to 'day' in this place = 'previous.'

The passage may be paraphrased.—"I had observed him on the previous day. He was standing, with no one near him, in the public road. His face was turned to the sun, which was then setting, and his figure stood out gracefully as he leaned upon his stick for the sake of resting himself, or of contemplating the scene."
detained—not necessarily by force.

56. *Harbour*—place to lodge in.

58. *Would say*—was in the habit of saying.

61. *To be &c.*,—in apposition with 'it.'

65. *Reasonings, &c.*—metaphysics, speculations of the mind when it turns itself from outward objects, and looking inwardly upon itself examines its own operations.

76-91. Paraphrased—"There are many true poets whom nature has sown by her own hand. Men they are, who, though they are endowed with her very highest gifts, the power of intuition and that creative and God-like faculty of calling into being new scenes, yet, for want of a mere technical art, are unable to express themselves in verse. Such a loss may have arisen from the mere accident of want of books or of an imperfect education in youth, when such lessons are more easily learnt, or it may have arisen from a naturally severe temperament which would not

brook the labour, or even a shrinking sensitiveness to criticism. Be this as it may, they have gone to their graves unrecognised, outward circumstances never having helped them to take the right measure of their own powers, or to communicate to others the stores they have hived within themselves.

89. *But*—a conjunction followed by a noun understood, in the nominative. Compare “all but *he*.”

LECTURE ROOM NOTES.

ACTS OF THE APOSTLES.—No. II.

Chap. iii. 1—10. *Cure of the lame man by St. Peter*.—This miracle must be regarded as a *specimen* of the Power from on High. (4) *Look on us*—the Apostles, by the same power through which they worked miracles, knew *when* they should perform them. (8) *leaping*—to shew his joy, and to prove the perfection of the miracle. (11—26) *The address of St. Peter*—which admits of this analysis—(1) The God of their fathers, not themselves, had worked the miracle; (2) the object was to glorify His Son, whom they had killed; (3) their duty was to repent and so be forgiven and saved at “the times of refreshment,” i.e. at the second coming of Christ; (4) these *times* were foretold by their own prophets, and the promises belong first to themselves. (12) *power*—derived from themselves; or *holiness*—for which this power was claimed from God. (13) *glorified*—by His death and exaltation. (14) *Holy One and the Just*—compared with *murderer*. (16) *through faith*—i.e., the apostles’ faith in His Name was the instrument, the *Name* itself being the cause; *the faith by him*—i.e., wrought by Him. (18) *all His prophets*—all speaking by the same Spirit, and more or less foretelling the work of Christ. (19) *times of refreshing*—descriptive of Messiah’s reign, and then, most fully, when His return shall bring in fullness of joy and peace. (22) *like unto me*—the Jews always referred this prophecy to the Messiah. None of the line of prophets corresponded to Christ so fully as Moses. Draw the parallel in (1) the particulars of their *early life*, the dangers in infancy, flight for safety; (2) the learning of Moses in Egyptian science, compared with the growth of wisdom in Jesus; (3) their *official* characters as Mediators; (4) the absence of the body of Moses, compared with the witness, “He is not here, He is risen.” (24) *these days*—then present. (25) *thy seed*—St. Paul in Gal. iii. elaborates the argument that the Gentiles inheriting Abraham’s faith became Abraham’s seed, and were included in this promise. (26) *Unto you first*—we have the first glimmering in Peter’s mind of the doctrine of Gentile conversions connected, no doubt yet, with the idea that the Gentiles must pass through *Judaism* to Christianity.

ST. LUKE.—No. III.

Chap. iii. (1) *Herod*.—This was Herod Antipas, who, at the death of Herod the Great became Tetrarch of Galilee. He and his brother Philip were half-brothers of the Philip whose wife Antipas seduced (Matt. xiv. 1). (2) *Caiaphas* was the real high priest, and succeeded Annas, his father-in-law, whom the Romans deposed. As ex-high priest he seems to have still retained some hold of the office

(John xviii. 13), and was probably still recognised by the Jews in spite of his deposition. (3) *baptism of repentance*—John's baptism was the symbol only of repentance and consequent forgiveness. Christian baptism symbolises also a new relation *ux* to God, the relation of children. On this account the one was sometimes called "the laver of repentance," and the other "the laver of regeneration" (Titus iii. 5.) Under the Old Dispensation, proselytes were baptised. Baptism implies a belief in the teaching of him whose disciples the baptised became, and was a passport to further instruction. (8) *these stones*—the words foretell the call of the Gentiles (Gal. iii. 19). (21) Three particulars come out in St. Luke's more concise account; The Lord's baptism followed the baptism of all the people; He was engaged in prayer when the Holy Spirit descended on Him; the Holy Spirit appeared in a bodily form. Baptism, like circumcision, implied sinfulness, and Jesus was "numbered with the transgressors." (22) On two other occasions the same Divine witness was borne, viz., at the Transfiguration, and before the Passion. (23) The genealogy of our Lord in St. Matthew, who wrote for the Gentiles, was traced up to David and Abraham; in St. Luke, who wrote for men, as men, it is traced to Adam; in St. John, to all eternity.

EFFECT OF THE REVISED CODE.

The objects I have in view in writing this paper are to show, what to me, appears to be the future position of the teacher, and the difficulties connected with his profession. It is evident to many who have thoroughly examined the New Code and compared it with the previous documents of the Committee of Council, that the results of the latest revision of the thrice-revised Code will be found, not only to lower the status of education generally amongst the children of the working classes, but also to limit, to a great extent, the intellectual advancement of the teacher himself. To me it appears evident, that while the Committee of Council have been desirous of promoting education, the repeated changes which they have authorised and sanctioned have acted prejudicially. At *one period*, gallery lessons were all in all—the alpha and omega of a child's education. Everything, hard and soft—hot and cold—orthographic—caligraphic—scientific—theologic, must be imparted in the shape of a training lesson. Little urchins in pinafores—and turpins in jackets—the little one of six and the big one of fourteen must occupy a raised platform—and the teacher who could keep his eye upon all at once, and cause every other eye to be fixed on himself, was marked "Excellent." But a change comes over the scene; the gallery must give way to the ground floor, and Mr. 6 and Mr. 14 must stand apart, for official commands are "Individual teaching." Away go the gallery and all its honours, and to the *boy* must the teacher look, and to the elder ones he does look with an earnest hope that the examination, so far as they are concerned, will put a laurel in their teacher's hat. But, alas! individual examination is found too much for the Examiner, and another change comes. "Common things"—a knowledge of common things is required. Teach a boy why a fire burns, or a pot boils—how a fly crosses the ceiling, or why water freezes. Teach a girl to cook a potato or

broil a chop, mend a stocking or make a shirt—communicate these things and the Inspectors are satisfied, the Council of Education pleased, and the teacher receives “A well-done.” But while the teacher is astonishing the boys, and the boys their parents, by their knowledge of common things, common things become *too* common in the estimation of officials; for an order is given to which teachers must give heed. *Chemistry* must be studied, drawing taught, and navigation, with numerous other subjects, attended to, and *additional* remuneration will be the reward. Chemistry was studied, drawing was taught, and navigation, with other subjects, thought about; but, alas! another change—the greatest of all changes—plenty of work and little pay, is the next official communication under the well-known title of the “New Code.” This sweeps everything before it, and gives to the grave, without a decent burial, the changes, the studies, and the labours of twelve years.

It cannot be expected that any one scheme of education will ever be devised to meet the wants of differing localities. How great, for instance, is the difference between the manufacturing and agricultural districts, differing not only in employments affecting school attendance, and in wealth affecting the period of education, but also in population and mental activity. To regard the New Code, therefore, which treats all localities and schools alike, as worthy of universal adoption, must arise from a want of practical knowledge on the subject of education.

But coming more immediately to our subject, the Teacher first claims our attention. And I would observe, in the first place, that by the New Code *the hours for teaching will be increased*. Under the old Code the teacher's labours were confined to the morning and afternoon duties; an evening school he was not permitted to take, the conviction being that the duties of morning and afternoon, if efficiently discharged, were quite sufficient to exhaust and weary the mental energies of the teacher. To the truth of this, most teachers can bear experimental testimony. But now, if the teacher is to live at all, to meet the expenses of home, to ward off ragged garments, and an empty cupboard, he must be in the night school in order to obtain the promised grant. But this is not all; it has always been a custom to keep a register of the school, filled up with the greatest accuracy; but now, forsooth, a volume of 500 pages makes its appearance, denominated a Log Book, in which daily entries are to be made, as to how fast the ship is going, what its latitude and longitude, how many hands on board, how many storms, how much sunshine—whether it encounters an “Alabama,” or glides prosperously into port. Morning, or afternoon, the Log Book must be opened and the entry made.

Again, it must be remembered that originally, one pupil-teacher was allowed for 25 pupils; now, one for 89 will suffice, or two for 129 will satisfy government requirements. The master and two pupil-teachers have now to do the work of what was once allotted to a master with four pupil-teachers. Between night schools, log books, and the decrease in pupil-teachers, the master, under the New Code, will have to live by the sweat of the brow, as well as by the sweat of the brain. To me, it will be no matter of surprise, considering all things, should many leave the profession, and others suffer in health. But to pass on, I would observe, in the second place, that “*The teacher's attention will be confined more to the mechanical, and less to the moral training.*”

Hitherto, under the old Code, attention has been given to scriptural instruction. The teacher has endeavoured to impart information which should benefit the boy's heart as well as his intellect. Efforts have been made to lodge thoughts in the mind, which should give birth to thought on the part of the boy himself; thoughts about his relationship to another life—his responsibility to God—the sinfulness of his nature, and his need of salvation. The moral has been cultivated, the better part of the pupil's nature thought about; but under the present Code, so much stress is laid upon reading, writing, and arithmetic, that on the proficiency of the boy in these particulars does the grant depend. If this be so, will there not be a danger of the teacher confining himself to these things, to the neglect of moral training, thus rendering his daily work a mechanical thing. His attention will ever be called to reading, writing, and arithmetic; day by day his desire will be that his boys should excel in *three* things. How much of the mechanical and little of the moral will be found in all this. One thing, however, should be mentioned as a stimulus to the discharge of the mechanical; for teaching drawing, each boy that passes will place two shillings in the hands of the managers, supposing the master holds a certificate, but a shilling only should the master be uncertificated. The master himself may be rewarded for his services in this department, by receiving a bronze medal, which he may wear round his neck as an ornament, or safely ensconced in velvet, he may show it to his friends, omitting to tell them it is not worth a farthing. It is true, that in the New Code scripture is mentioned, and the teacher will be expected to give some attention to it; but the grant for the three R's will give to the mechanical most importance, the moral, anxious as the teacher may be to cultivate it, will be too much neglected. Once more, I observe that

The Teacher's position will suffer professionally from the new Code. To myself it has been a source of encouragement and pleasure to know that, in the estimation of the Council and the public generally, something more was expected from the national schoolmaster than the mere knowledge of reading, writing, and arithmetic. It has been his privilege to rise a little higher than the pedagogue, who was left behind by his pupil, should the latter go beyond reading, writing, and the "Rule of Three." During the last twelve years education has gone forward with giant strides. The generation now entering upon life's platform know far more than the three R's, and many are indebted to the national teacher for their knowledge. This being the case the schoolmaster is looked upon with respect, not simply for moral worth, but for intellectual attainments. Under the New Code, however, should he know as much as the "old whip boy" of 1800, he is quite qualified for the office of teacher. No wonder, then, that in the estimation of the Committee of Council the master should be regarded as incapable of directing his pupil teachers' studies, that in this particular the managers' help should be required. Nay! that to the managers the pupil teacher should be apprenticed, and no longer to the master, lest his professed knowledge of reading, writing, and arithmetic should be a profession and not a fact, the managers may educate the pupil teachers themselves. And, as though moral principle or worth sank with the deficiencies of the master, into his hands no money must be paid; this must pass into the possession of the managers. The master is expected to understand figures, but not the

receiving of money. I ask, does not all this tend to lower the teacher in the eyes of all? It is generally denied that former times were better than these, but, alas! amid the "march of progress," and shouts of advancement, the schoolmaster has to sigh over "the good old times."

We now observe the next thing suggested for our consideration is *Teaching*. From what has already been asserted, much will have been inferred as to the character of the teaching under the New Code, so that little here need be said. The teaching will not be of so miscellaneous a character. Several subjects, which in past times were thought much about, will receive no attention at all; but as fewer subjects are taught a greater concentration or effort upon these subjects is demanded by the Committee of Council. In past times, in some cases, if not in many, the master has given most time and attention to those boys who have had to bear the brunt of the examinations. Prize schemes, in this respect, have not been an unmixed good. An advance in learning has been the object sought, but the effect upon many schools has been to place some of the leading boys in the hot-bed of education, and the mental growth of these has been unnaturally forced; but the majority of the boys have, in consequence, suffered from the frost of neglect. So deeply convinced am I of the truth of this, that, while I mourn over many things in the new Code, I rejoice that it requires that henceforward the education of our schools shall be a more thorough and individual matter. The consequence will be that, for the future, the examinations will partake of a more searching character; for *each* boy will be tested in his acquirements in reading, writing, and arithmetic. I regard the teaching, therefore, of the New Code, as more thorough in its character, though more limited in extent; and, being more limited in extent, and thorough in character, greater will be the number expected to pass at the annual examination of the Inspector. Some defects in teaching, the New Code, it is evident, will rectify; and, demanding, as it does, an apparatus and organization amounting almost to perfection, it will accomplish good, though not unmixed with evil. The instruction imparted will be limited and ordinary, but the branches taught will be more effectively understood by the pupils individually.

In conclusion, then, you will not be surprised to hear me say that, while there is something in the New Code to approve, there is much in it to condemn. From what I have already advanced you will perceive that I, among many, believe that the old wine is better than the new. There is a tartness about this which makes it bitter to the taste, and difficult to swallow. The merits and demerits of this new wine have been discussed by Lords and Commons, Churchmen and Dissenters, but the drinking of it comes home to the national schoolmaster; he, alas! finds it sour, and often wishes that the proprietors had to drink their own wine. But what says the Roman proverb: "They conquer who believe they can." So say I, to masters in connection with this New Code. There is much to try, but let it not discourage; there are privations to be endured, but suffering oftentimes leads to conquest; there will be difficulties to be encountered, but difficulties conquer not the determined and persevering. Do not, because your income is diminished, *seek at once* some other place or another employment. Many have avoided death by stopping to look; while others, without a pause, have jumped, to perish. Teachers of perseverance and

worth will lose nothing in the end, though Government withhold its grants. The managers of schools, who take an interest in them, and witness the efforts of the teacher to make his school a success, will use every exertion to prevent the decrease of his salary. If not, *struggle*; your struggling will have a voice, and your perseverance demonstrate one thing, at least, that you have some love to the educational lever, which has, and which will, lift from ignorance to knowledge thousands who have to become the fathers and mothers of a coming generation—a generation all the better cared for, from the fact that their parents crossed the threshold of our national schools.

Wordsley.

H. N.

ON PARAPHRASING.—No. III.

In the Quarterly Paper for January, some examples were given of exercises in "variety of expression" preparatory to paraphrasing. After considerable practice in exercises of this kind, it was recommended that the pupil should attempt (at first, with the aid of the teacher) the paraphrase of an easy fable, or a piece of simple prose narrative; and examples were furnished of suitable exercises. When the pupil can readily change expressions in given prose passages for their equivalents, she may attempt the paraphrase of a piece of poetry. The teacher will, of course, exercise some judgment in the selection of the piece, and will defer the choice of passages that are highly figurative, very elliptical, obscure in meaning, or much inverted in their construction, until the pupil has had a good deal of practice in the paraphrase of easy, simple, descriptive poetry.

Goldsmith's "Deserted Village," and Cowper's "Task," will furnish her with many suitable passages of the latter description.

The lines having been chosen, the paraphrase may be worked out in the following manner:—

1. Let the pupil read the piece carefully over, and then be questioned by the teacher, to see that she clearly understands its meaning.

2. More or less of inversion and ellipsis being always used in poetry, let the pupil next transpose the passage, *i.e.*, rearrange the words in prose order, breaking up long sentences into short ones, where this is advisable, and supplying the necessary ellipses.

3. After showing and impressing upon the pupil that it is not wise, if it were practicable, to change every word in making a paraphrase, let the teacher make the pupil determine what words, epithets, or expressions, occurring in the passage before her, ought to be changed for others, and why. Then let her put in their equivalents.

4. If, as is most likely, figures of speech, such as are not commonly found in prose, occur, let the teacher show, where it is essential to the sense, force, or beauty of the passage, that the figure should be retained in the paraphrase; where the metaphor may be changed into the simile, and how; where the metaphor, simile, &c., may be exchanged for the corresponding unfigurative expression with advantage.

5. Let the pupil now carefully examine her composition, prune it of all unnecessary words, rearrange it so as to make it read well, and then compare it with the original, in order to see how far she has succeeded in comprehending the *exact* meaning of the poet, and in rendering that meaning *fully* and *adequately* in the prose paraphrase.

We subjoin two examples of paraphrase of short passages of Goldsmith and Cowper.

- (1.) "A man severe he was, and stern to view;
I knew him well, and every truant knew.
Well had the boding tremblers learned to trace
The day's disasters in his morning face;
Full well they laughed with counterfeited glee
At all his jokes—for many a joke had he;
Full well the busy whisper, circling round,
Conveyed the dismal tidings when he frowned;
Yet he was kind; or, if severe in aught,
The love he bore to learning was in fault."

—Goldsmith's "Deserted Village."

PARAPHRASE OF THE ABOVE.

The village schoolmaster was a man of severe character and stern appearance. He was well known to me, and to every boy who stayed away from school to play. The trembling children, full of forebodings, could tell from his countenance in the morning what sort of treatment they might expect during the day. They would laugh with feigned delight at all the jokes which he so often made. If he knitted his brow in anger or displeasure, the gloomy news was soon busily whispered from one to another throughout the school. In spite of all his sternness, however, he had a kind heart; and if, at times, he was harsh, his love of learning must bear the blame.

- (2.) "Youth repairs
His wonted spirits quickly, by long toil
Incurring short fatigue; and though our years,
As life declines, speed rapidly away,
And not a year but pilfers as he goes
Some youthful grace that age would gladly keep—
A tooth, or auburn lock, and, by degrees,
Their length and colour from the locks they spare;
The elastic springs of an unwearied foot,
That mounts the stile with ease, or leaps the fence;
That play of lungs, inhaling and again
Respiring freely the fresh air, that makes
Swift pace or steep ascent no toil to me,
Mine have not pilfered yet; nor yet impaired
My relish of fair prospect; scenes that soothed
Or charmed me young, no longer young, I find
Still soothing, and of power to charm me still."

—Cowper's "Task."

PARAPHRASE OF THE ABOVE.

In early life the exhausted powers are soon refreshed; though we work hard for some time, the weariness that ensues does not last long. The older we grow, however, the more quickly does our time seem to pass away, and each year we lose some charm of youth that we should be glad to retain. Sometimes it is a tooth, at others an auburn lock, that disappears. Gradually, too, the locks of hair that are left grow shorter, and are no longer of their original colour.

But I have not yet lost, with my years, all my youthful characteristics. Even now, I have a light, bounding, untiring step. I can still jump over a stile, or clear a fence, without difficulty. I can walk or run quickly, and climb a hill without fear of losing my breath; for my lungs are still sound, and as healthy in their action as ever.

Nor is my enjoyment of beautiful views less keen than in my boyish days; for sights that calmed or enchanted me in youth have, even now, the same influence and the same pleasing effect upon me as in days gone by,—*Educational Paper of Home and Colonial Society.*

A. LEWIS.

PUPIL-TEACHERS UNDER THE NEW CODE.

The recent alterations in the plans of the Committee of Council on Education have considerably affected the relations in which pupil-teachers stand to the managers of schools, and to the masters and mistresses. It is very important that as the period of apprenticeship for the present race of pupil-teachers expires, and as it becomes necessary to replace them, one by one, by young people engaged under the new regulations, that those regulations should be thoughtfully studied by teachers and managers. In calling attention briefly to some of the more important of them we shall refer by figures to the articles in the Revised Code.

The first change of importance is that which affects the relation of the pupil-teacher to the School Managers. This is closer than before. Hitherto the Committee of Council and the teacher of the school have been parties, respectively, to the agreement. But under the new regulations, the engagement is between the pupil-teacher and his surety on the one hand, and the managers exclusively on the other. Technically the pupil-teacher is no longer an *apprentice*; the old "indenture" being superseded by an ordinary hiring contract. The engagement thus made is terminable on either side on due notice, or by the payment of a stipulated sum.—(Art. 81.)

The responsibility thus thrown on the managers is considerable. It is for them still, as before, to acquaint themselves with the character and past conduct of the candidate, and to estimate his probable fitness for the work. But, besides this, they must determine the rate of wages which the funds of the school will afford; and must then make themselves personally liable for the regular payment of this sum. The Committee of Council do not prescribe, or even suggest, the rate at which

this payment should be fixed. It is presumed, however, that the wages will be in part determined by the current price of juvenile labour in particular districts, and that it will therefore vary in some degree. Moreover, it will probably be found that measured by this standard the sum paid to girls will be less than that paid to boys. The discretion of each committee is, however, left absolutely free on this point. Subject to these general conditions, the old rate of payment will furnish a good general guide. It was fixed at £10 per annum for the first year; and increased at the rate of £2 10s. per annum for each of the remaining four years of the term. In town schools it will certainly be found expedient to maintain this rate of payment; and it is only in remote rural districts, where wages are very low, that the services of really intelligent lads, who are worth keeping in the schools, are likely to be obtained for a smaller sum.

It is hoped that the managers of schools will recognise the importance of sustaining the authority of the principal teacher; and of giving the pupil-teacher a direct and powerful interest in carrying out the plans of his superior. The tie which binds together the master and his assistant ought to be a strong one, and it is for the managing committee to make it so. This is also a matter for the discretion of the managers, but it deserves serious attention.

The regulations of the Committee of Council specify the number of pupil-teachers required in schools receiving grants. A school of 90 children must have, at least, one pupil-teacher; if there are 130 in average attendance, there must be two pupil-teachers, or one assistant;* and, in like manner, for every additional 40, an additional pupil-teacher, or for every additional 80, two pupil-teachers or one assistant. A fine or forfeiture of £10 is levied, by subtraction from the grant, for every 40 children above the first 50, for whom this condition is not fulfilled.—(Art. 52.)

These regulations certainly prescribe the minimum of teaching power with which a school can be efficiently carried on. They even *permit* any school whose average attendance is below 90, to dispense with a pupil-teacher or assistant altogether. But it is to be hoped that very few schools, with an attendance exceeding 60, will avail themselves of this permission. Of course, in the prospect of diminished grants from the Committee of Council, it is now more important than ever to study economy in the management of funds; but, since the first business of a school is to be a good one and to do its work well, all other considerations must be subordinate to this. Even as a matter of policy we believe it will be found a mistake to keep down the teaching staff to the lowest point allowed by the new Minutes: still more to reduce the staff below that point, under an impression that the sum forfeited is less than the average cost of a pupil-teacher's services. If a school is thoroughly equipped with good pupil-teachers and assistants, the results of the examination are sure to be favourable, and a high annual grant may safely be calculated on. The mere pecuniary interests of the school will certainly suffer from any ill judged par-

* Articles 90 and 91 define clearly the persons who are qualified to act as assistants. They must either be holders of certificates, or, under certain conditions, pupil teachers who have completed their fifth year.

simony, either as to the number or the quality of pupil-teachers; while those higher interests which alone justify managers in seeking to maintain schools at all—the interests of the children, the training of their characters, and the advancement of their intelligence—will be still more seriously compromised.

To the masters and mistresses of schools, the new regulations respecting pupil-teachers are still more important, since they affect, (1) The position in which the pupil-teacher is to stand towards them; (2) the time during which he is to receive special instruction; and (3) the character of the instruction itself. To each of these points it may be well to direct attention.

(1.) Though the legal responsibility of the engagement is with the managers, the moral responsibility rests largely with the teacher. It is he who must make the selection, and whose advice will practically determine the action of the committee. He is more concerned than any one else to secure a wise choice, and he needs, as much as formerly, to exercise great caution in recommending a candidate for the office. Some of the points to be kept in view, such as health, and the possession of certain elementary knowledge, are referred to in the broad-sheet of the Council; and there is little need to insist here on the fulfilment of conditions which will be regarded as indispensable, both by the managers and by Her Majesty's Inspector. But it is the teacher's special duty to keep in view those qualifications which do *not* require to be legally certified, and which yet he knows to be important. Thus he should assure himself by diligent observation that the candidate is fond of learning, and apt to teach; he should make special enquiry into the associations by which the candidate is surrounded, and should be careful to choose, whenever possible, one who lives in an orderly, respectable, and Christian home, and whose parents are able to take an intelligent interest in his pursuits. Above all, the character of the youth, and his probable moral fitness, in regard to temper and personal influence, for the office of a teacher, should be objects of peculiar concern. From the first, the master or mistress should let it be clearly understood that the required certificates respecting punctuality, diligence, &c., from year to year, will not be signed as a matter of form, nor unless the testimony has been fairly deserved. Moreover, if the teacher really desires to retain the influence which he ought to possess, he will not be content with the merely formal relation in which he is obliged to stand to his young assistant, but will take an interest in the pursuits of his leisure, will direct his miscellaneous reading, will take him into confidence respecting the management of the school, and will consider that the formation of the youth's character, and the cultivation of his tastes, are as much a part of his business as the fulfilment of his merely official duties towards him. The schoolmaster who takes this view of his duties, and habitually acts upon it, will possess great and deserved influence over his pupil-teacher, and will have no reason to regret the change by which he is no longer a party to the legal engagement which binds the youth to the school.

(2.) Though the new regulations (Art. 81-4) fix a minimum of *one hour* per day for the special instruction of the pupil-teachers by the master or mistress, while the Old Code insisted on an hour and a half for each of the five working days of the week, it will not be wise, for the present at least, for teachers generally to avail themselves of the change. The work prescribed in the broad-sheet is not less than

before. It requires quite as much supervision and care as ever, and any diminution in the attention of the master will certainly prove injurious in its effect on the pupil-teacher, both in regard to his annual examination and in other ways. There is only one condition on which it will be safe for the principal teacher to reduce the time devoted to special instruction. It is, that the *home exercises* of the pupil-teacher shall be made more systematic than before. There is room for great improvement here, as well as for greater economy of time. One hour a day, spent partly in oral explanation and help, and partly in hearing or overlooking the exercises of one evening, and in making clear the way for the exercises of the next, may perhaps be made to suffice; for in this case the single hour's instruction represents two hours at least of daily work. But unless *every* lesson is deepened and fixed by some home work, either for memory or on paper, the next generation of pupil-teachers will have even less of accurate knowledge than the present; and no one who knows how low the present average of culture and attainment is can look on the prospect of such a change without dismay.

(3.) The course of instruction prescribed in the broad-sheet (Art. 88) does not at present differ materially from that adopted in former years. But since the curriculum of the training colleges has lately been modified in several important particulars, it is probable that, ere long, the scheme for the pupil-teachers will be still further altered, so as to be brought into harmony with it. Meanwhile, however, it is important for teachers to bear in mind and to anticipate one or two of the chief changes. A smaller amount of mathematical and other technical knowledge is now required from the candidate for a certificate; but to compensate for this, a greater command of language, and greater readiness and accuracy in English composition, are required. It will be well, therefore, that with a view to the future requirements of the youth when he becomes a Queen's scholar, teachers should at once turn their attention to this matter. The passages of poetry to be learned by heart should not only be studied and analysed well as to their meaning, but should be recited, with careful attention to elocutionary rules, until they become models to the student of clear articulation and just expression. An increased number of *short* written exercises, adapted especially to cultivate precision and grace in composition, is also required as part of the pupil-teacher's course. It will be well to take a systematic course of lessons from some elementary book on English composition, and to insist on their being accurately performed and neatly written. It is this *finish* and exactness in the use of the pen and in the choice of words which has been too much neglected in the pupil-teacher's course hitherto, and which it is the object of the new regulations to promote. Continued neglect on this point during the five year course will be fatal to the success of a youth at the training college.

The elements of *Latin Grammar* are offered in the broad-sheet as an alternative subject instead of English. But, unless the teacher himself is thoroughly well acquainted with the Latin language, we do not advise that this offer be accepted. In the hands of such a teacher, the Latin accidence might be made available for throwing light on the structure of English. A teacher, ignorant of the structure and genius of Latin, will be able to do little more than set a lesson in the Eton Grammar, to be learned by heart, and there will be danger lest false quantities and

other forms of error become confirmed in the pupil. *Let the teacher, whenever an alternative is presented to him, choose that subject which he best understands.* In nine cases out of ten, the English Grammar and analysis can be better and more intelligently taught by a British schoolmaster than the Latin. It will be far better, therefore, to secure thoroughly the less pretentious subject, than to aim too high, and merely to give a pedantic and barren accomplishment in its place. For Latin Grammar is of no use whatever, *per se*. There are only two conditions on which it can be of any use to an English student at all. It may be the foundation of a knowledge of Latin classical literature, or it may be so studied as to be helpful in the interpretation of the forms and philosophy of English speech. It is unlikely that the former object can be attained throughout the entire course of a pupil-teacher and elementary schoolmaster. If, therefore, the latter object cannot be attained—and it is only from a fair Latin scholar, as a preceptor, that it ever can be attained—it is simply useless to undertake the Latin Grammar in the pupil-teacher course at all.—*Educational Record.*

REGULATIONS FOR THE APPOINTMENT OF ARMY SCHOOL-MASTERS.

1. Candidates for the situation of Army Schoolmaster must undergo a course of training in the Schools of the Royal Military Asylum, Chelsea.

2. The following persons are eligible to become candidates, viz.—

Sergeants of the regular army; corporals and privates, also of the regular army, who are in possession of at least one good conduct badge; civilian pupil-teachers, who have completed their apprenticeship; certificated schoolmasters.

3. Candidates must be in good health; free from any defect of vision or voice, and from any physical deformity; they must be between 21 and 25 years of age on the day of examination; not under 5 feet 5 inches in height; and they must be unmarried.

4. The physical fitness of candidates is ascertained by an army medical officer.

Their admission to the schools is determined by the result of a competitive examination.

5. The examination comprises the following subjects:—

Reading.—To which, however, no marks are allotted.

Writing.— } Marks are assigned to the writing and spelling in the answers
Spelling.— } to the questions.

English Grammar.—Accidence and elementary syntax.

Arithmetic.—Elementary rules, practice, simple and compound proportion, simple interest, vulgar and decimal fractions, and extraction of the square root.

Geometry.—Euclid, books I. and II.

Scripture History.—Outlines of historical facts of the Bible.

History of England.—From earliest period to death of Richard III.

Geography.—An outline of the geography of the world, and special knowledge of the geography of the United Kingdom, France, and Germany.

6. Candidates, if soldiers, must apply through their commanding officers to the Adjutant-General; if civilians, to the Council of Military Education; in both cases forwarding, with their application, the following certificates or statements:—

Certificate of age.

Statement of height.

Statement that they are unmarried.

Statement of religious denomination.

Certificate of conduct.

If the candidate is a soldier, the certificate of conduct is to be accompanied by a statement of his services and a recommendation from his commanding officer.

If the candidate is a civilian, his certificate of conduct is to be signed by the minister of the parish, or of the congregation of which he is a member; and it must be accompanied by a recommendation from the minister or managers of the school in which he has been employed.

Civilian candidates must forward, in addition to the foregoing, such certificates as they may have received from the Committee of Council on Education.

7. Should the candidate, after furnishing the above particulars, be considered eligible, he will be permitted to attend the examination next ensuing, the date of which will be communicated to him.

8. The examination of civilian candidates takes place at the Royal Military Asylum, Chelsea; but no charge against the public for expenses incurred by them during the examination, or in travelling to, or returning home from, Chelsea will be allowed.

9. Candidates from the army will be examined at the stations or districts in which they may be serving.

10. Each civilian candidate, if successful in the competition, will be required to execute a policy with the British Guarantee Association for the sum of £50, on which he will have to pay a premium of £3, as a guarantee for his good conduct, and for the fulfilment of his engagement to enlist in the army for appointment as Schoolmaster; and he will be required to provide himself with the following articles, of the same pattern as those in use at the Royal Military Asylum, viz.:—

6 shirts,

6 pairs of socks,

3 pocket handkerchiefs,

4 towels,

1 pair of boots.

11. The period of residence at the Royal Military Asylum occupies about two years.

This period, however, may be reduced, should the candidate prove himself possessed of superior qualifications at the entrance examination.

12. Students are liable to removal at any time for incompetency, or for want of application to their studies: and to dismissal with forfeiture of bond for misconduct.

13. During the period of their residence at the Royal Military Asylum, civilian students are messed and provided with uniform at the expense of the public. Military students receive their regimental clothing and pay, subject to a deduction of 6d. a day for their messing; and they will be shown in the regimental returns under the head of "Absent on duty as students at the Royal Military Asylum."

14. On completing their course of training as students they will, upon being reported qualified by the Council of Military Education, be appointed Army Schoolmasters; if civilians, they will be enlisted (without bounty) for general service for the period of 10 years; if soldiers they will be discharged from their regiments and re-enlisted (without bounty) for general service for the period of 10 years, reckoning towards their pension as schoolmasters one half of their service prior to admission to the Royal Military Asylum. No portion of the time spent by them at the Royal Military Asylum counts towards pension.

15. Army Schoolmasters rank as non-commissioned officers next below serjeant-majors.

16. Their pay is as follows; with quarters and fuel, or allowance in lieu.

On first appointment, 3s. 0d. per diem.

After 2 years' service, 3s. 6d.

" 4 " 4s. 0d.

" 6 " 4s. 6d.

" 8 " 5s. 0d.

" 10 " 5s. 6d.

" 12 " 6s. 0d.

" 14 " 6s. 6d.

The above periodical increase is contingent on the good conduct of schoolmasters, and their success in the management of their schools.

17. Superintending schoolmasters are selected from the Army Schoolmasters for merit and service. They receive commissions as officers, with the relative rank of ensign. Their pay varies from 7s. to 8s. a day, according to service; with quarters or allowance in lieu thereof; and with an allowance of 1s. a day in lieu of a soldier servant.

18. Schoolmasters are subject to the Mutiny Act, and the rules and discipline of the service.

19. Schoolmasters, after 21 years' service, calculated according to the regulations, are entitled to a pension of 2s. 6d. or 3s. per diem.

20. Superintending schoolmasters may, with the sanction of the Commander-in-Chief and the Secretary of State for War, be permitted to retire after an aggregate service of 30 years, calculated in uniformity with the regulations, on an allowance of 7s. 6d. or 8s. per diem.

21. The widows of superintending schoolmasters will be eligible for pensions, and their children for an allowance from the Compassionate Fund, under the regulations applicable to officers of corresponding rank.

D. GREENTREE, Capt.,
Secretary.

Office of the Council of Military Education,
13, Great George Street, S.W.,
15th April, 1863.

Educational Intelligence.

EDUCATION IN PRUSSIA.

Among the debates of the Chamber of Deputies during the last week those respecting the Education Bill claim universal interest. It is notorious that the general education of the people in Prussia is considered to have attained a high and favourable position. It is from the fact that even in the country few are to be found who are unable to read or to write, that the nation has acquired its reputation for intelligence. Few, however, are acquainted with the darker side of the educational question in Prussia. The young candidates who devote themselves to the calling of teachers receive in the seminaries but an indifferent education, that scarcely places them above village schoolmasters. From the beginning they have no prospect of advancement, and the stimulus of ambition in their calling is wanting in their case. Out of the 30,000 elementary schoolmasters the greatest number of those living in the country are literally exposed to famine, and the circumstances in which they are living are worse than those of a day labourer. Their material situation is, besides, one of the most miserable among all classes in Prussia. No pensions are provided for the schoolmaster, as is done for all other state officials. After a long period of service, when he grows old and is unable to teach any longer, his successor, whose salary is often under £30 a year, is obliged to provide for him, and should his family survive him, it is reduced to beggary. Now, since 1849 the system of tuition in the public schools should, as prescribed in the constitution, have been regulated by a bill, and in 1850 the Minister Von Ladenberg announced its accomplishment. This Minister, however, resigned his position before he could bring in his bill, and ever since that time it has been lying in the office of ecclesiastical affairs without having benefited the country. Instead of this bill, the successor to the above-mentioned Minister, Herr Von Raumer, ten years ago issued, without the permission of the Chamber, a prescription on the subject under the name of the "Regulative." This bill is, perhaps, one that has been most attacked in Prussia. It not only impresses upon the schools a strictly exclusive confessional character, but it also exchanges an extended animated instruction for a restricted formalism. It prohibits the reading of the great German authors, lessons in natural history, mathematics, and even in universal history. It deemed, moreover, the decimal system to be suspicious. The educational committee of the Chamber, induced by numerous petitions, had moved a resolution to the intent that the bill promised by the constitution had with every year become a more urgent necessity and an inevitable duty, and it had at the same time elaborated a series of twenty-four propositions that touch all the above-mentioned evils, and that will serve as a foundation for the expected bill. The Minister of Ecclesiastical Affairs did not disavow the unfortunate situation of the schoolmasters, but added, however, that during the last few years more than half a million of dollars had been spent in improving it. The Government, he said, intended to regulate this question, and to effect a reform in educational affairs by means of an ample bill, and for that reason he would be unable to recommend the

acceptance of those resolutions, as they would forestal the Government. He added, however, that the present state of general political affairs in Germany, which also influenced tuition, had not as yet rendered the bringing forward of the intended bill possible. This declaration, the object of which was evidently to postpone the bill *ad calendas Græcas*, did not, however, satisfy the Chamber. This has now been going on for thirteen years, and after several stormy debates the resolutions have at last passed by a great majority.—*Berlin Correspondent of the Standard*, March 28, 1863.

BATH DEANERY SCHOOLMASTERS' ASSOCIATION.

At the Quarterly Meeting, held on April 11th, under the Presidency of H. D. Skrine, Esq., Mr. Lines, of St. James's National School, gave a carefully prepared Lesson, to a class of Trinity boys, on "The Title Page of the Bible;" and Mr. Boswell, of Wellow, read an instructive Paper on "The Monitorial and Pupil Teacher Systems.

The Secretary announced that the Rev. H. M. Scarth had consented to read a Paper at the next meeting, on "The Practical Uses to be drawn from the Study of History." The attendance of members was thin, but it is gratifying to find that the numerical strength of the Association is gradually increasing, six new members being elected at this meeting.

R. HULLAND, Secretary.

NORTHERN ASSOCIATION.

The Spring Meeting of the Northern Association of Certificated Schoolmasters of the Church of England, was held in the Waterloo Hotel, Durham, on Friday, April 10th, Mr. Wm. Lawson, of the Durham Training College, in the chair. The following resolutions were discussed and carried unanimously:—

I. That, in the opinion of this meeting, it would conduce to the best interests of popular education, and to the improvement of the social position of teachers, if all persons, before they take upon themselves the office of a teacher, be required to register themselves as properly qualified for their duties.

II. That this meeting pledges itself to use its best exertions, in conjunction with the Associated Body of Schoolmasters, to procure the sanction of the Legislature to an Act to be called "The Scholastic Registration Act."

III. That a sub-committee be appointed to devise the best means of securing to teachers a pension after a number of years' faithful service.

IV. That this meeting has heard with astonishment that the reports of three of H.M. Inspectors have not been published in the Educational Reports, and they

consider that the suppression of any reports, under any circumstances whatever, by the sole authority of the Vice-President of the Privy Council is a violation of the duty due to Parliament, and to the public at large.

JOSEPH LAWSON.

St. Oswald's, Durham.

Secretary.

THE BISHOP OF LONDON ON THE DIFFERENCE BETWEEN RELIGIOUS EDUCATION
AND A KNOWLEDGE OF RELIGION.

"In the attempt to give religious education, they had often forgotten that it was something quite different from the acquisition of knowledge on religious subjects. The young man who failed to distinguish himself in the examinations might be the most religious—the most worthy of praise—the one who would turn out the most useful member of society. Therefore, they were not to be led away to suppose that if they had an examination on religious subjects, they were thereby establishing a system of religious education. They must go beyond anything that could be tested by examination into the daily discipline of the school, into the spirit of the lives led by the masters and the pupils, before they could say whether a religious education was given in any school or not. But, although they were to bear in mind that the knowledge of religious subjects was not religion, yet they were not therefore to suppose that it was unimportant. There was scarcely to be found a man well acquainted with other subjects who would not consider himself disgraced if he were found ignorant of the highest matter of life, and of the matters which stretch beyond life. Therefore, there could be no good education without the knowledge of the subject of religion, just as there could be no real education which was not based on the religious training of the whole habits."

Notices of Books

Grammar of English Grammars; or an Advanced Manual of English Grammar and Language, critically and historically considered. With numerous exercises. By Jacob Lowres. Longman and Co.—The reason for adopting so pretentious a title is thus stated by the author—"As the work exhibits the various systems enunciated by different grammarians and contains a chronological list of upwards of two hundred and fifty works on English Grammar, with quotations from nearly every English Grammar of repute, a more appropriate title could not be given than that which has been selected." For ordinary school purposes, this work is much too crowded both with text and notes; it is indeed equal in quantity to half-a-dozen modern grammars. Perhaps it was not wise for Mr. Lowres to attempt so much in a single manual, for a grammar may be a very good one without an account of the principal writers of English literature from the 7th to the 19th century, or a history of the progress of

the language with specimens, or a chronological list of works on English grammar. Even orthoepy and orthography might have been omitted without any loud complaint being made. We do not mean that these are not points of value, nor do we mean that they are not well set forth by Mr. Lowres, but as they have come to be considered a kind of plus quantity in modern grammars, their introduction may cause the present work to be less acceptable for school purposes. The entire work shows evidence of careful elaboration, and the numerous opinions gathered from many sources make it a valuable manual for a young student.

Thompson's Spring: With the Li of the Poet, notes critical, explanatory, and grammatical, and Remarks on the Analysis of Sentences. By Walter M'Leod. Longman and Co.—Though intended especially for pupils qualifying for the Oxford Local Examinations, this portion of Thompson's Poems may be read by any young student with much advantage. There is in good poetry so many allusions, and so many inversions of the ordinary construction of sentences, that beginners want a kind of help that cannot always be readily obtained in any other shape than the present. The careful study of two or three such helps as this one is, will afford young people a fair start. There may be a difference of opinion on some of the explanations offered, but none as to the value of the book taken as a whole. The part devoted to the analysis of sentences is a model of clear and effective compression.

Philo-Socrates. Part VI. Among the Boys. By William Ellis. Smith, Elder, and Co.—This part contains chapters on expenditure, combined action, individual action, certainties and probabilities, government, and self-discipline. We gather that the six parts now published complete the entire work. On some points we have seen occasion to differ from the author, but we are at one with him in the major part of his opinions, and we should fail in our duty to teachers if we did not recommend them to give the six parts a careful reading. The subject may be dry, but it will prove very profitable, and every man claiming to be thought intelligent ought to have a fair knowledge of the economy of social and political life.

An Improved Principle of Single-Entry Book-keeping, by a proof or trial balance. By D. Sheriff. Longman and Co.—Whether the principle here enunciated will stand the test of mercantile demands, we must leave merchants to discuss. But looking at the work simply as a text-book for teaching a given subject, we can spe as sufficiently full and n its arrangement.

The Standard Arithmetic. Part I. Simple and Compound Rules. By E. L. Jones. Simpkin and Co.—Many years ago, there was so great a competition between two steamboat companies, that at last they carried passengers without charge, all they wanted was their patronage. A similar state of things seem likely to occur between publishers of a certain class of school-books, for here we have twenty-four pages of closely packed arithmetical examples and problems, and the cost only a penny. Why, we have seen matter, less than this in quantity and decidedly inferior in quality, sold for more than twelve times the price charged for this standard arithmetic.

Correspondence.

(1) A grocer having four sorts of currants, of 11d., 9d., 6d., and 4d. per lb., is desirous of making a mixture of 240 lbs. worth 8d. per lb. How much of each must he take?—Ans. 96 lbs. at 11d., 48 lbs. at 9d., 24 lbs. at 6d., and 72 lbs. at 4d.

(2) A wine merchant wishes to mix 18 gallons of wine at 9s. 6d. per gallon with some at 7s. 6d. per gallon; sherry at 5s. per gallon; and white wine at 4s. 3d. per gallon. How much of each must he take, that the mixture may be sold for 6s. per gallon?—Ans. 18 gals. first sort, $31\frac{1}{2}$ gals. second sort, $13\frac{1}{2}$ sherry, and 27 white wine.

(3) A grocer would mix sugar at 4d., 6d., and 10d. per lb., so as to sell the compound for 8d. per lb. What quantity of each must he take?—Ans. 2 lbs. at 4d., 2 lbs. at 6d., and 6 lbs. at 10d.

(4) C. has candles at 6s. per dozen ready money, but in barter will have 6s. 6d. per dozen; D. has cotton at 9d. per lb. ready money. What price must the cotton be in barter; also, how much cotton must be bartered for 100 dozen of candles? also, work the sum supposing that in barter D. will have $11\frac{1}{2}$ d. per lb. for his cotton?—Ans. $9\frac{3}{4}$ d. and 7 cwt. 6 qrs. 16 lbs. cotton, but the answer to the third part of this question is not given.

N.B.—Will some kind and able correspondent be pleased to solve the three first sums, not by the old fashioned rules of so called *Alligation*, but on the method of *First Principles*. I shall be very thankful for a few illustrations, explanations, and remarks which would be snitable when explaining these sums to a 1st class.

I am, dear Sir, your obedient servant,

ARGO.

8th April, 1863.

Sir,—If you will furnish me with the solution of the following sum in “progression” you will oblige

Yours very respectfully,

FRED.

Cornwell and Fitch, page 291, No. 11.

“A man travels 5 miles on one day, 8 the next, 11 the next, increasing his journey regularly at the same rate; in how many days will he travel 735 miles?”

Answer: 21 days.

General Examination of Training Schools.

CHRISTMAS, 1862.

 MALES : SECOND YEAR

ENGLISH GRAMMAR AND COMPOSITION.

Three hours allowed for this Paper.

The first and third Sections refer to the Fourth Book of Milton's "Paradise Lost."

The second and fourth to Shakespeare's play of "King John."

You must confine yourself to *one* of these authors.

Your paper will not be read over unless it contains a paraphrase of *one* of the passages (including the parsing of the words in italics in the same passage.)

You may take the other questions for answering at your discretion from any of the Sections, but you must *not attempt to answer more than six questions* (exclusively of the paraphrase and parsing). You are advised to confine yourself, as far as possible, to the questions arising upon your paraphrase.

 SECTION I.

MILTON. PARADISE LOST, B. IV.

"O loss of *one* in Heaven to judge of *wise*
 Since Satan fell, *whom* folly overthrew,
 And now *returns* him from his prison 'scap'd,
Gravely in doubt whether to hold *them* wise
 Or *not*, who ask *what* boldness brought him hither
 Unlicensed from his bounds in Hell *prescribed*;
 So wise he judges *it* to fly from pain
 However, and to 'scape his punishment;
 So judge thou *still*, presumptuous! till the wrath,
 Which thou incurr'st by flying, meet thy flight
Sevenfold, and scourge that wisdom back to Hell,
Which taught thee yet no better, *that* no pain
 Can equal anger infinite provok'd."

1. Paraphrase this passage.
2. Parse the words in italics.
3. Analyse the first six lines.
4. Give the substance of Satan's address to the Sun, quoting as much as possible Milton's own words.

SECTION II.

SHAKESPEARE. (*King John.*)

“ And why rail I on this commodity ?
 But *for* because he hath not woo'd me *yet* :
 Not *that* I have the power to *clutch* my hand,
 When his fair angels would salute my palm :
 But for my hand, *as* unattempted yet,
Like a poor beggar, raileth on the rich.
Well, whiles I am a beggar, I will rail,
 And say – there is no sin but to be rich ;
 And *being* rich, my virtue then shall be,
To say, *there* is no vice *but* beggary :
 Since kings break faith upon commodity,
Gain be my lord ! for I will worship thee.”

1. Paraphrase this passage.
2. Parse the words in italics, explaining the construction of each with the rest of the sentence.
3. Analyse the last six lines.
4. Give a concise account of the action in the 2nd Act of this play. Quote the words in which King John endows Blanch, and explain where the territories are situated.

SECTION III.

MILTON. PARADISE LOST, B. IV.

“ The rapid current,—through veins
 Of porous earth with kindly thirst updrawn,
 Rose a fresh *fountain*, and with many *a* rill
 Watered the garden ; thence united fell
 Down the steep glade, and met the nether flood, 5
Which from his darksome passage now appears,
 And now divided into four main streams,
 Runs *diverse*, wandering many a famous *realm*
 And country, *whereof* here needs no account ;
 But rather *to tell* how, if art could tell, 10
 How from that Sapphire fount the crisped brooks,
 Rolling on orient pearl, and sands of gold,
 With mazy errorr under pendant shades
 Ran *nectar*, visiting each plant, and fed
 Flowers worthy of Paradise, *which* not nice art 15
 In beds and curious knots, but Nature boon
 Poured forth *profuse* on hill, and dale, and plain,
 Both where the morning sun first warmly enote

The open field, and where the unpierced shade
 Imbrown'd the noontide bowers." 20

1. Paraphrase the last ten lines.
2. Parse the words in italics, explaining, when necessary, their grammatical construction.
3. Analyse the first ten lines.
4. Explain the use of the following words :—*kindly* (2), *nether* (5) *diverse* (8) *crisped* (11), *orient* (12), *errour pendant* (13), *Imbrowned* (20).
- 5 What peculiar custom is alluded to in lines 15, 16 of this extract? What was the legend of Mount Amara? What is the meaning of "wove with gordian twine—His braided train?" What was the legend of Pandora?

SECTION IV.

SHAKESPEARE. (*King John.*)

"If, *what* in rest you have, in right you hold,
 Why then your fears (*which*, as they say, attend
 The steps of wrong) *should* move you to mew up
 Your tender kinsman and to choke his days
 With barbarous ignorance, and deny his *youth*
 The rich advantage of good exercise.
That the time's enemies may not have *this*
 To grace occasions, let *it* be our suit,
That you have bid us *ask* his liberty;
Which for our goods we do no further ask,
 Than *whereupon* our weal, on you *depending*,
 Counts *it* your weal, he *have* his liberty."

1. Paraphrase this passage
2. Parse the words printed in italics, and explain their construction with the rest of the sentence.
3. Analyse the first six lines.
4. Draw a character of King John by means of references to, and (as often you can) by quotations from, this play.
5. Give a list of the different personages of importance introduced in this play. Give a sketch of the scenes where Hubert is introduced. Quote as much as you can of the text.

SECTION V.

1. When should the subjunctive mood be used in conditional sentences, and when may the indicative be used? Give instances to illustrate your meaning.
2. Select, from the passages you have taken, sentences which show any peculiarity in Grammar, and explain them as you would to a pupil teacher.
2. Who were the authors whom Shakespeare followed in composing "King John?" What other sources were drawn from? What was the probable date of the play?
- Or, Give the argument of the 4th Book of Paradise Lost.

PAPERS FOR THE SCHOOLMASTER.

No. 148.

JUNE 1, 1863.

Mr. Lowe in Opposition.

MR. WALTER'S motion, which proposed to make a Certificate of Merit a necessary qualification, has been rejected by a considerable majority of the House of Commons. Mr. Lowe was too shrewd a man to sanction so sudden but natural a consequence of his own measure. Had the friends of Education felt any real confidence in the House itself, they might have rejoiced in Mr. Walter's success as the *reductio ad absurdum* of the Revised Code. They would have done so in the hope of opening the eyes of those members who had been misled by the arguments and promises of Mr. Lowe last year. But the friends of Education have not any such confidence in the members, especially country members, of the House of Commons. They know that all along the work of popular education has been advanced by a minority, like most other philanthropic objects. They know that Mr. Lowe succeeded last year, not so much by convincing this minority, as by resting upon the indifference of the majority. They cannot therefore but rejoice that this new victory over the work of education has been prevented. That victory, however, has certainly not been obtained by any argument brought forward by Mr. Lowe. In resisting the motion, that gentleman was compelled to use the very weapons which his own adversaries used against himself last session. We cannot but think that, had Mr. Walter been wide-awake, he might have demolished the principal argument by which the Vice-President of the Education Board alienated from him the sympathy of the House. Mr. Lowe's speech of 1863, if it told against Mr. Walter's motion, told equally against Mr. Lowe's speeches of 1862.

In defending the Revised Code, the Right Hon. Gentleman last year ridiculed the idea of the State testing the impalpable results of moral training. He told us that it must restrict itself to the more vulgar and appreciable results of reading and writing. But Mr. Walter is logically true to this principle when he demands, on behalf of schools, payments for *such* results, whether the schoolmaster be certificated or not. Mr. Lowe's reply, as might be expected, takes up ground that is as fatal to himself—the Author of the Revised Code—as it is to Mr. Walter. He tells us that the Certificated Master is the pith of the whole system which, he has suddenly discovered, has done so much the last fifteen years. Last year (according to himself and the *Times*) that system had done so little, that he must have recourse to free trade. He now informs Mr. Walter that the Certificated Master is the sole security for those really valuable but imponderable results which defy the test of the examination. Last year, these results were the sole business of the schoolmanager, of which the State could take no account. To defeat Mr. Walter, the Normal School is now the centre of the whole system, and the Certificated Master is the very life of the school. Last year, the Revised Code not only permitted *untrained* boys to take charge of *mixed* rural schools, but it has virtually destroyed the Pupil Teacher system, which supplied the Normal School with all its material, and has strangled the Certificated Master at his birth. The Certificated Master, whom Mr. Lowe now so much lauds, is the simple fruit of the Pupil Teacher system. They have risen, and will sink together. Mr. Lowe's argument at the debate, if it is powerful against Mr. Walter, is as powerful against himself. He is an admirer of salmon, but he has in the previous session destroyed, as will be seen in a few years, all the breeding grounds.

Mr. Lowe either does or does not value the trained Certificated Master of the present system. If he does not, he should not have sought to defeat Mr. Walter by stating what he did. If he does, he should not have done what he has to cut off the supply of this class by destroying, as he has done, the race of Pupil Teachers. The candidates for the office of pupil teacher are not forthcoming.

Country schools which, till last year, were employing one apprentice, are now discarding them for want of funds, and in large towns they are not to be had. Communications have reached us from various quarters, that there is not one such candidate at the district examination where formerly there were ten, and in one case that there are but *four* where there were lately *thirty-four*. Any credible statistics on this head would do good service. We suggest also to any one who has the material at his command, that the exhibition in parallel columns of Mr. Walter's speeches in 1862, and of his speech in 1863, might be both amusing and instructive.

LECTURE ROOM NOTES.

ACTS OF THE APOSTLES.—No. III.

Chap. iv. 1—22. *The two Apostles are subjected to ecclesiastic persecution.*—(1) *captain*—of the guard of the Temple; *Sadducees*—denied the existence of spirits, and therefore the Resurrection. (2) *through Jesus*—they preached the Resurrection, as proved in His case. (4) *five thousand*—so much had the Church increased. It is uncertain whether this number includes that already mentioned in last chapter. (5) *rulers, and elders, and scribes*—i.e. rulers were the presidents of the twenty-four courses; the scribes were the interpreters of the Divine law. The three constituted the Sanhedrim. (7) *by what name*—as giving the power to work the miracle. (13) *ignorant*—having no ecclesiastical standing. (16) The Sanhedrim had the greatest difficulty so to punish the Apostles and to repress their work as to avoid the indignation of the people. (See 21). 23—31. *The meeting and prayer of the Church.*—(23) *their own company*—the other apostles. (24) *with one accord*—not necessarily in a prepared form, though the quotations from the Psalms seem to favor the idea. (25) See Psalm ii. This verse demonstrates the inspiration of the Psalmist. (28) *thy hand and thy counsel*—the latter suggesting, the former accomplishing, and are therefore equivalent to *Wisdom* and *Power*. (31) As at the Pentecost Day, so again the presence of the Spirit is testified by an outer sign. (32—37) The true picture of “the communion of saints.” (34) *for*—their unselfishness was the proof of “the grace upon them.” (36) *Barnabas*—not the same Barnabas that was Paul's companion in travel. That this surrender of property was peculiar to the Church at Jerusalem, and was only temporary, and not binding, may be seen in St. Paul's Epistles, where the relative duties of rich and poor are treated of.

GOSPEL BY ST. LUKE.

Chap. iv. 1—13. *The Temptation.*—(1) *full of the Holy Spirit*—Jesus, having attained to human maturity, was first full of the Holy Spirit, and by the same Holy Spirit, and not of His own accord, led to His combat with man's great enemy. (2) *eat nothing*—being, as in the case of Moses, in a spiritual ecstasy, and needing no food. (3) *Son of God*—Satan appealed to the Divine Sonship of Christ. He might have resisted Satan in that character, but He would not then have prevailed as Man, or for Man. He therefore resists as Man. The first Adam fell before Satan, the second must stand. *The first temptation was to distrust Divine Providence.* (4) *Man shall not live, &c.*—Observe the first word *man*. Jesus resists as man's representative. The reply, like the words of Satan, are taken from the history of the Jews in the wilderness in Deuteronomy. It means that in His Humanity, He was as much dependent upon Divine Providence as we are, i.e., “upon every word which proceedeth,” &c. God who gave to bread its nourishing virtue, can sustain life with or without bread. (5) Following St. Matthew's order, the *Second Temptation* grew out of the first. Satan, taking advantage of our Lord's refusal to distrust Divine Providence, now challenges Him to make an ostentatious display of His trust, and so tempts to *Presumption*. To enforce the temptation, Satan quotes Holy Scripture, which our Lord interpreting by another, resists him. (10) The third temptation is to spiritual *ambition*. Satan offers a shorter road to the fulfilment of the promise of the kingdoms of the earth. He claims the sovereignty of the world, but this sovereignty was usurped, and he was a liar from the beginning. (10) Our Saviour again prevails by the written Word, which forbids idolatry. We learn from the Temptation of Christ—I. the threefold nature of all human temptation, the lust of the flesh, the lust of the eye, and the pride of life; II. the way to escape them; III. the superiority of Christ's power over Satan's, and the triumph of Manhood which before had fallen. (18) *The Spirit of the Lord*—see Isaiah lxi. 1. (25) *many widows*—Our Lord's countrymen were disposed to think lightly of Him; He replied, “A prophet has no honor in his own country. You are disposed to say, ‘Physician heal thyself,’ but do you not remember that two great Prophets of old, so far from acting in the spirit of this proverb, performed miracles of mercy for strangers.” (26) *Sarepta*—between Tyre and Sidon. (27) *Elisha*—Compare the examples in which Elijah and Elisha exerted miraculous power for the benefit of strangers,—with those of the Syro-Phœnician's daughter, and the Ruler's son at Capernaum. (30) Our Lord's “passing through the midst,” can scarcely be otherwise than miraculous. (32—37) This disease, though bodily as well as mental, must be distinguished from lunacy or any other bodily ailment. Our Lord's language implies the presence of demons. There was a double consciousness in the afflicted patient, as he sometimes spoke in his own name, and sometimes in the name of the spirit within him. Two reasons may be given for the prevalence of this disease at that period:—1. It was emphatically an evil age, the reign of the Powers of darkness. 2. It was necessary to give a proof to the world that Satan's power over the bodies of men is subject to a higher power. (41) *Thou art the Christ*—Since the victory over Satan, their chief, the evil spirits knew and confessed the Son of God..

Chap. v. (3) *Peter*—this was not Peter's first call, but his first *apostolic* call. The whole incident is illustrative of inner truths. Observe (a) the circumstances—the bright morning, return of the fishermen, washing their nets—our Lord's command to make one more effort. (b) The *trial* and *triumph* of their faith, against all human reasoning. The night is the proper season of the fisherman's toil; the attempt would seem fruitless in the morning, if the night was unproductive. The intensity of Peter's faith, measured by that one word 'nevertheless.' (c) The *rewards* of faith, bringing honor to Peter and his companions. (d) Peter's *astonishment*, strictly *human*, produced by the conscious sense of the presence of Omnipotence. Compare Job, Gedeon, Manoh, Isaiah, and the three disciples on the Mount. (e) The *effect* of the miracle. "They left all,"—their boats, implements, friends, and the fond associations of that lake, and followed Jesus. (17—26) *Cure of the paralytic man*.—(a) Observe the earnestness of his friends. They carry him up the stairs to the flat roof, and breaking through some tiling or covering, lower him down upon his bed, so as to bring him in front of the Healer. (b) *Jesus rewards their faith*. (c) The power to forgive sin, vested in Jesus as the *Son of Man*, in answer to the Pharisees' question, "Who can forgive sins but *God* alone?" This power was given to the Apostles—it is exercised every day between individuals, wrongly and harshly exercised by society, and belongs to the Church, and to ministers as representatives of the Church, if exercised constitutionally, in obedience to Christ's conditions of repentance and confession. (23) *Which is easier, &c.*—It is easier to *say* but not *prove* "thy sins be forgiven." The difficult thing is really to forgive, and to shew the power of forgiveness by the miracle of healing. Christ's miracles were outward signs of inward and more lasting mercies. (36) *a parable*—This two-fold parable spoken in justification of the Disciples' neglect of outward fasting, conveys the deeper lesson that all prescribed systems of fasts, *as* fasts, have passed away with the Jewish system. I. Observe the peculiarities of oriental customs. (a) The *garments* were of such a nature that they would shrink by exposure. A new piece let into an old and shrunken garment, would soon itself begin to shrink, and to drag away from the surrounding parts, unable to resist, and so "make the rent worse." (b) Similarly the *bottles*, which were made of imperfectly dried skins, would not be able, when they had shrunk from *age* and long exposure, and had lost their elasticity, to resist the gases generated by *new* fermenting wine. Such new wine might, however, be fitly placed in new and elastic bags or bottles. II. The lessons taught are (a) that we should observe a fitness between our actions and the occasion,—“There is a time to laugh, and a time to weep;” (b) Fastings, though no longer formally prescribed, as in the Old Dispensation, are not forbidden but encouraged, and should be the unforced expression of inward and real sorrow, for observe, (34) “Can you *make* to fast?” So far the two parables teach the same thing, but observe the *garment* speaks of something outward, and alludes to the *ceremonies* of the Old Testament, while the *wine*, “poured in,” points to the *spirit* of the New and more Spiritual Dispensation of Christianity.

THE EXCURSION.

No. II.

104. *venerable*—Nature whom I revere and respect as my guide.
105. *high and tender Muses*—The spirit which loves poetry which is elevated and yet gentle.
106. *deliberately*—thoughtful. Wordsworth held that all poetry should be thoughtful. His school was a reaction against the 'Poetry of the Passions.'
107. *listening Time*—What I write shall be read by men of future generations, and shall be held sacred in their thoughts: this shall be my recompense.
109. *where*—like *whether*, *whence*, *who*, or *which*, and the other words formed from the relative pronoun, introduces an *adjective* clause. In this example, the clause commencing with 'where' (in which) describes 'hills.'
111. *with their*—analytically, enlargement of subject, but logically an integral part of it.
112. *though*—being a conjunction, requires a predicate and subject [they were] to be supplied.
household—in apposition with subject, 'parents with offspring.'
113. *austere*—strict, *grave*, thoughtful.
114. *taught*—passive participle, attrib. to 'children,' which is a nom. absolute.
115. *self-respect*—obj. case. The verb 'teach' takes in the active a double object, and one of them remains in the objective case even when the verb is put into a passive form. 'The parents taught the children self-respect' may be rendered passively, 'the children were taught by the parents self-respect.' In the change, one of the *objects*, 'children,' has become the *subject*; the other, 'self-respect,' remains as it was. It is as if the predicate were the whole two words 'taught—self-respect.' Of course 'reverence' and 'piety' are also in the objective.
116. *maintained*—passive participle, attrib. to 'piety.' Beware of supplying 'which was.'
117. *known*—passive participle, attrib. to 'strictness.'
118. *the Boy*—subject. *tended*—predicate. *cattle*—compl. of predicate. *of whom I speak*—adjective sentence enlarg. subject. *from his sixth year—in summer—on the hills*—adverbial phrases extending predicate.
122. *stood*—*stand* is one of those words which, like the substantive verb, can go with an adjective to form a predicate. We can say, *It stands firm*, as well as, *It is firm*. Here probably *stood remote* is to be taken as a predicate. But the substantive verb also goes often with a noun to form a predicate: and probably *stands* is like it in this respect also. We can say, *It stands a monument to future ages*, as well as, *It is a monument*. Perhaps therefore *stood* here forms a predicate first with *sole building*, and then is again taken up to form a predicate again with *remote*.
126. *evening*—objective, used without a preposition to mark time.

127. *returning*—imperfect participle, attrib: to *he*.
saw the hills—*hills* and infinitive *grow* both in objective relation to *saw*. This kind of double object is an analogous construction to the Latin accusative and infinitive. *Larger* is used with *grow* precisely as the adjective is used with the substantive verb to form a predicate. We can say *it grows larger* as well as *it is larger*. Compare similar usages of verbs—*seems, looks, stands*. See above in line 122.
128. *Grow larger*—is in the form of an infinitive. If, however, the words belong in the speaker's mind to 'hills' rather than to the verb 'saw,' they are really participial, equivalent to 'growing.' Between the expression 'He saw the hills *grow* larger,' and 'He saw the hills *growing* larger,' there is a slight but real difference. Compare line 200. Did the writer mean 'he beheld the sun *rise*,' or 'he beheld the sun *rising*.' In the first case, 'rise' is attributive to 'beheld,' and is therefore an infinitive; in the other it is attributive to 'sun,' and is really participial.
128. *all*—adverb to *alone*, which is an adjective to 'he' understood.
130. (he) travelled | through the wood, | with no one near | to whom he might confess the things | (which) he saw.—1. Simple sentence; 2. extension phrase of predicate in (1); 3. further extension phrase to predicate in (1); 4. adjective clause, attributive to 'one' in (3); 5. adjective clause to the object in (4). Observe, 'near' is adjective to 'one.'
131. *confess*—speak openly of.
132. Paraphrased. "These impressions formed the basis on which his future character was to be built. Brought thus, with a certain awful wonder, face to face with Nature, he had recognised her sublimity, with an insight which rarely comes so early. Its influence stirred emotion so powerfully, that these images became to his mind a permanent presence, which troubled him, as the senses might be troubled by any foreign body of which they could not rid themselves."
- 136—139 may be thus paraphrased:—"Such was the liveliness of his imagination that natural objects made so deep an impression upon his mind that they remained there as if they were substantial realities ever present to the bodily eye."
139. *perplexed*—indicative, more vivid than conditional *might perplex*: it puts the substances (so to speak) actually there.
139. *precious gift*—this powerful imagination.
142. *all his*—all the impressions which were then being made on his memory, or his thoughts, or imagination.
144. *of dimmer character*—anything more feebly *engraved* than these earlier images.
 Ex. "all the character of thy sad brow;" i.e. all that is there *engraved*.
145. *active*—his mind did not receive passively merely.
147. *brooded*—watched. This part of the idea of *brood* here prominent.
151. *moving*—shifting.
152. *such appetite*—for creating images of great and glorious things.
154. *forlorn*—left by man—solitary.

155. *depths*—clefts of the barren rock.
157. *or*—either; “because he had the gifted vision which could see what other men could not, or because he was overmastered by his own imagination, or because his thoughts were so vivid that they beat down sensation, and he saw what they called up before him.” The foregoing is a free paraphrase.
160. *lineaments*—repeated from line 156.
161. *flowing mind*—the naked crags were to his fancy made to represent beings and thoughts perpetually changing, now this, now another.
163. *informed*—moulded in mind.
165. *hang*—like their mists.
166. *legend*—fabulous story: originally that which was appointed to be read (legendum) to the people, such as an extract from the Lives of the Saints.
peopling—which gave inhabitants to; attributive to *legend*.
168. *apprehensive*—able to take hold of. So, comprehensive means able to grasp many things together.
169. *moral properties*—what good and evil lies in things, and to what end they work.
scope—literally means a mark or butt to aim at.
174. Set forth as triumphs of Christian heroism.
175. *times*—in loose apposition with *persecution* and *the Covenant*, as if he had said, *records of the days of*.....
178. *straggling*—one which had strayed from its former companions, and found its way by accident to this shelf. *Straggle* is perhaps a diminutive of *stray*.
179. *the*—the generic demonstrative: as if saying, *the kind of tale* that takes us out of the realm of things natural.
181. *profuse*—adjective, attributive to volume. Notice as one of the many English adjectives derived *immediately* from the Latin perf. part. Ex. *ornate, intense, polite*. They are much used by Milton. He, keeping closer to the Latin construction, would probably have said *profuse of*.
182. *uncouth*—This verb preserves the obsolete perfect participle *couth* of the old verb *con*: the past tense of which was *coud*, now spelt *could*; and its imperfect participle *cunning*, now used only adjectivally.
183. *sharp-kneed*—an adjective, not a participle. There is no verb *to sharp-knee*.
187. “Perfect love casts out fear.”
188. *wanting*—apparently an active participle, used for passive *wanted*: but the seeming incongruity in the usage of this verb disappears, if we remember that its primary meaning is *to be deficient*. It is connected with *wane*. The noun *want* is probably a corruption of the perfect participle of this verb, and the verb *want* then formed from this noun. *Wan* is a word of the same stock. Hence we may see the justness of the expression in Taylor’s *Van Artevelde*, “The gibbous moon was in a *wan* decline.”
pure—simple, unmixed: as in phrase *pure and simple*.
189. *diffused*—attributive to delight. Compare *diffused* and *diffuse*; the one the participle of a verb derived from Latin *diffundo*, *I pour forth*, the other an adjective derived directly from the participle of the same verb.

PARAPHRASE.—“The charm had not yet possessed him of that simple love for Nature, which comes to man, either flowing forth to him in her thousand melodies, or inhaled in her breezes, or taught him by the joy, even though it find no voice, of other of her creatures around him, or caught at large from the open, happy world.”

MINUTE BY THE RIGHT HONOURABLE THE LORDS OF THE
COMMITTEE OF THE PRIVY COUNCIL ON EDUCATION.

Dated 21st March, 1863.

*Relating to Grants to Normal Schools, the extension of the Revised Code to Scotland,
and the Inspection of Poor-Law Schools.*

Presented to both Houses of Parliament by command of her Majesty.

At the Council Chamber, Whitehall, 21st March, 1863.

BY THE LORDS OF THE COMMITTEE OF HER MAJESTY'S MOST HONOURABLE
PRIVY COUNCIL ON EDUCATION.

(A)

*Minute on Normal Schools superseding Articles of the Revised Code, 95, as far as
(d) inclusive, 98-103, 107-8, 110-118, 124 and 127.*

Their Lordships, with a view to limit their support of Training (Normal) schools to the proved demand for trained teachers, and to promote the training of teachers during two years, will make their grants to such schools upon the following plan :

1. In January, 1864, their Lordships will ascertain—

(a) What has been the average annual sum paid to each Normal school (exclusively of its practising school, and of the personal payments under Article 112) on account of students examined in December, 1860-1-2, and of Queen's scholars, certificated assistants, and lecturers resident in the years 1861-2-3. This sum remains constant in the following calculations.

(b) What number of teachers, trained in it during two years, have in 1863—

(1) completed the prescribed period of probation (Article 73 of the Revised Code), and become qualified to receive certificates from their Lordships in schools for the poor under inspection by her Majesty's Inspectors; or

(2) been reported by the proper department in each case to have completed a like period of good service as elementary teachers in the Army, or Royal Navy, or (within Great Britain) in Poor-Law Schools, Certified Industrial Schools, or Certified Reformatories.

2. Towards the maintenance of each Normal school their Lordships will, in 1864, subject to the limitations in paragraph 4, grant a sum equal to four-fifths of the said average annual sum, together with £20 (in the case of females £14) for each teacher qualified or reported as aforesaid in 1863.

3. In the year 1865 the number will be ascertained of teachers qualified or reported as aforesaid during the two years 1863-4; in 1866, the number during the three years 1863-5; in 1867, the number during the four years 1863-6; in 1868, the number during the five years 1863-7.

In 1865, the grant to each Normal school will consist of three-fifths of the said average annual sum, together with £20 (in the case of females £14) for each teacher qualified or reported during the two years 1863-4.

In 1866, of two-fifths of the same average sum, together with £20 (in the case of females £14) for each teacher qualified, or reported during the three years 1863-5.

In 1867, of one-fifth of the same average sum, together with £20 (in the case of females £14) for each teacher qualified or reported during the four years 1863-6.

In 1868, of £20 (in the case of females £14) for each teacher qualified or reported during the five years 1863-7.*

In 1869, and in each subsequent year, the earliest year of the five will be replaced by the year last ended.

4. The annual grant to be paid to each Normal school will be limited by the following maxima :

(a) It will not exceed 75 per cent. of the expenditure, certified in such manner as their Lordships may from time to time see fit to require, of the last preceding year.

(b) It will not exceed in Normal schools for male students, £50, and in Normal schools for female students, £35, for each student in residence for continuous training throughout the year in which it is being paid. The number of students in continuous training must not exceed,—(1) in England and Wales, the number of students for whom accommodation was provided in 1862; (2) in Scotland, the actual number in training in 1862.

5. No further Queen's scholarships will be granted by the Committee of Council. The authorities of each Normal school will henceforth settle their own scale of charges and exemptions. But they must allow in 1864 to all Queen's scholars admitted in 1863 the same benefits as they would have received under Article 114. The Committee of Council will allow to such Queen's scholars the same personal payments as they would have received under Articles 112 and 115.

6. Candidates will be examined by her Majesty's Inspectors in December of each year at the several Normal Schools for admission.†

7. Students who leave at the end of one year may obtain certificates after pro-

* If A=the average sum paid in 1861-3, and T the number of teachers on each of whom £20 is to be allowed, the following formula expresses the result :

$$\text{Grant for 1864} = \frac{4}{5} A + £20 T \quad . . (1863).$$

$$,, \quad 1865 = \frac{3}{5} A + £20 T \quad . . (1863-4).$$

$$,, \quad 1866 = \frac{2}{5} A + £20 T \quad . . (1863-5).$$

$$,, \quad 1867 = \frac{1}{5} A + £20 T \quad . . (1863-6).$$

$$,, \quad 1868 = \quad \quad \quad £20 T \quad . . (1863-7).$$

† Among the Articles of the Revised Code *not* cancelled, note 97 and 119.

bation upon the same terms as the others, but the Normal school will not be paid for them.

An exception is made if the certificate be granted after probation in an infant-school to a teacher trained in a Normal school which, upon the report of the Inspector, has been previously recognised by the Committee of Council as providing a complete and special course of training for infant-school teachers.

The Normal school must guard itself from loss by its own terms of admission, embodied in a written agreement, and signed by each student. Their Lordships will not grant certificates to students who violate such agreements.

8. The whole sum payable in each year to a Normal school, conformably to paragraphs 2 and 3 *supra*, will be ascertained in January; and, out of this ascertained sum, a grant as heretofore (Article 123 of the Revised Code) will be paid for students examined in the preceding December. The remainder of the said ascertained sum will be paid in equal parts on 31st March, 30th June, 30th September, and 31st December.

9. The grant for students examined in December will be paid although the college is not re-opened in the following year.

(B)

Minute extending the Revised Code to Scotland.

Read,

So much of the Minute of 9th May, 1862, as provides that in Scotland grants shall continue to be made as before the Minute of 29th July, 1861, (introducing a Revised Code of Minutes and Regulations) until further directions shall be given;—

Resolved,

To give the following directions for adapting and extending the rest of the Minute of 9th May, 1862, to Scotland:

1. The Revised Code shall regulate all grants to be made upon applications received after 30th June, 1863.

2. The Revised Code shall regulate the engagement of all new pupil-teachers in schools where the next inspection (Article 16) falls due after 30th June, 1863.

3. Until 31st March, 1864, the annual grants falling due at the end of each school-year (Article 17) shall be paid according to the Code of 1860 in all schools admitted to receive such aid before 30th June, 1863.

(C)

Minute relative to the Inspection of Poor-Law Schools, transferring to the Poor-Law Board the undivided administration of Articles 138 (a), 139-147 of the Revised Code.

Their Lordships resolved that the Inspectors of Poor-Law Schools now employed under the direction of the Committee of Council on Education be transferred to the Poor-Law Board, and, from 31st March, 1863, charged upon its Estimates; their salaries and emoluments being fully preserved to them.

SOLUTIONS OF QUESTIONS IN ARITHMETIC,

Proposed by "Argo" in last month's Papers, page 73.

As the mixture is to be sold at 8d. per lb,

1. (1) Loss on 1 lb. of currants, which cost 11d. = 3d.
 (2) Loss on 1 lb. " " 9d. = $\frac{1}{2}$ d. = total loss.
 Again, (3) Gain on 1 lb. " " 6d. = 2d.
 (4) Gain on 1 lb. " " 4d. = $\frac{1}{2}$ d. = total gain.

Now the quantities of each kind to be taken are those which will *equalize the gain* by selling the cheap currants for 8d. a pound, *and the loss* in mixing the dear currants and selling them for the same money,

From (1) loss on 4 lbs. at 11d. = 12d. }
 From (2) " 2 lbs. at 9d. = 2d. } total loss = 14d.

Now (3) gain on 1 lb. at 6d. = 2d. }
 (4) gain on 3 lbs. at 4d. = 12d. } total gain = 14d.

$\therefore$ The proportions in which the currants must be mixed are as the numbers 4 : 2 : 1 : 3, which represent the number of pounds of each kind taken to equalize the gain and loss.

$\therefore 4 + 2 + 1 + 3 = 10 = \text{total number of parts.}$

$\therefore$ Number of lbs. at 11d. = $\frac{4}{10} \times 240 = 96 \text{ lbs.}$ }
 " " 9d. = $\frac{2}{10} \times 240 = 48 \text{ lbs.}$ } Answer.
 " " 6d. = $\frac{1}{10} \times 240 = 24 \text{ lbs.}$ }
 " " 4d. = $\frac{3}{10} \times 240 = 72 \text{ lbs.}$ }

It is evident that this is not the only way in which the currants may be mixed. We have merely obtained the answers given by "Argo"; other proportions may be obtained in the same manner.

The two following questions are identical with the above :—

2 The wine is to be sold at 6s. per gallon.

$\therefore$ (1) Loss on 1 gallon at 9s. 6d. = 3s. 6d.

(2) Loss on 1 gallon at 7s. 6d. = 1s. 6d.

(3) Gain on 1 gallon at 5s. = 1s.

(4) Gain on 1 gallon at 4s. 3d. = 1s. 9d.

Now, comparing (1) and (3) it is plain that $3\frac{1}{2}$ gallons of the latter must be taken to equal the top in 1 gallon of the former. And comparing (2) and (4) $1\frac{3}{4}$ of a gallon of (2) will equal gain on $1\frac{1}{2}$ gallon of (4).

$\therefore$ The proportion in this case are as the numbers —

$1 : 1\frac{3}{4} : 3\frac{1}{2} : 1\frac{1}{2}$

But the first is to consist of 18 gallons—

$\therefore$ (2) = $18 \times 1\frac{3}{4} = 31\frac{1}{2}$ " }
 (3) = $18 \times 3\frac{1}{4} = 63$ " } Answer.
 (4) = $18 \times 1\frac{1}{2} = 27$ "

3. The sugar is to be sold at 8d. per pound.

$\therefore$ Loss on 1 lb. at 10d. = 2d.

Gain on 1 lb. at 6d. = 2d.

Gain on 1 lb. at 4d. = 4d.

The gain = 6d. on 1 lb. of each of the latter ; and the loss on 3 lbs. at 10d. = 6d.

∴ The sugars must be mixed thus—

1 lb. at 4d., 1 lb. at 6d., and 3 lbs. at 10d.

4. Price in barter of goods worth 6s. = 6s. 6d.

“ “ “ 1d. = $\frac{7}{8}$
(a) “ “ “ 9d. = $\frac{7}{8} \times 9 = 9\frac{3}{4}$ d. Answer.

(b) Cotton worth 1 dozen lbs. of candles = 6s. ÷ 9d. = 8 lbs.

∴ “ 100 “ “ = 800 lbs.
= 7 cwt. 0 qrs. 16 lbs. Ans.

(c) Cotton worth 1 dozen lbs. of candles = 6s. 6d. ÷ 11½d.

∴ “ 100 “ “ = $\frac{1}{2}\frac{5}{8}$ lbs
= $\frac{1\ 5\ 0\ 0\ 0}{2\ 8}$ lbs.
= 6 cwt. 0 qrs. $6\frac{5}{8}$ lbs. Ans.

APPROACHING DIFFICULTIES.

How will her Majesty's Inspectors of Schools conduct the examination of the scholars according to the New Code of Education sanctioned by Parliament? and by what rule will they pass some of the children, and not pass others? Six standards or grades in reading, writing, and arithmetic are laid down in the Code, and in some one of these standards each scholar must be placed when he is presented for examination.

Now that a large proportion of the grant paid to the committees of schools by Government is to depend directly upon the attainment of *each* scholar, the question with which we began this paper is important. For you observe that the difficulty which meets the Inspector is not the testing the progress of the scholars one by one. This is simply a question of time and patience. But the difficulty is, to say what is meant by good reading, good writing, and good arithmetic; fair reading, fair writing, and fair arithmetic. Suppose that a scholar in the grade in which words of one syllable are read is required by the Inspector to read two short sentences aloud, and that in doing this he calls “on” “no,” and “no” “on;” and “hat” “rat,” and “rat” “hat,”—is that scholar to be passed or not passed? Again, in a higher grade, how many mistakes in two or three sentences will the Inspector allow, and for how many will he not pass the scholar? Again, suppose that a scholar in one of the grades is required to do a sum in long division, and that he makes two or three mistakes; is he to be passed, or not to be passed? Is the committee of the school to receive the same sum of money for a scholar who makes three mistakes in the answer to a sum, as for a scholar who produces an answer without one mistake in it? Or is money to be paid only for such scholars as can read, write, and cypher without making any mistakes? Or will the Inspectors find the application of any standard so difficult that they will pass the scholars as readily as they did before there was a Revised Code? If they do, then the Revised Code will be unnecessary, and the

promise of a more exact mode of testing the scholars' attainments will prove to be a delusion. What the Inspectors must do is, to decide how many mistakes they will allow in reading, writing, and arithmetic.

Again, the authorities at the Council Office should, in justice to school-managers and teachers, see that the Inspectors use much the *same* standard throughout the country; otherwise, in one part of the country scholars will be passed in large numbers, and the funds of the schools will be proportionately increased; while in another part fewer will be passed, and the funds of the schools will be proportionately diminished. In Middlesex one test would be applied; you cross the Thames into Surrey, and there you would find a totally different one. On the Worcester-shire side of the Malvern Hills every wound in the school would be laid bare; on the Herefordshire side every wound would be closed, and mollified with the ointment of approval. Uniformity of standard in testing the scholars seems to be necessary.

Teachers will no doubt now revise the time-tables of their schools with special reference to the requirements of the New Code. They will no doubt give more time to lessons in the art of reading. They will perhaps let their scholars begin sooner to write, not only copies upon paper, but also from dictation upon paper. Again, instead of allowing scholars to copy their sums from the black-board, they will take special care to dictate sums to them, to be written down, so that numeration may be better learnt. And lastly, while they devote due attention to religious teaching, they will devote less time to some of those subjects which are not so important as reading, writing, and arithmetic.—*National Society's Paper*.

PUPIL-TEACHERS AND THE PRIVY COUNCIL.

The following opinion of "An Equity Lawyer" may interest our readers. It is addressed to the Editor of the *Standard*.

"Sir,—I do not see that you or any of your contemporaries have remarked upon these extraordinary proceedings last week before Mr. Yardley, at the instance of the Privy Council, against a pupil-teacher. Your paper alone seems to have given an intelligible report of what in my opinion was a gross act of oppression upon the weak and humble pupil-teacher.

"The lad's indentures of apprenticeship had been prepared during the old code, under which the boy, having passed his examinations, became entitled to certain annual salaries, gradually rising; but his indentures omitted to refer to any salary. But it was admitted that both parties supposed at the time that he would duly receive the salaries from the Privy Council, and these salaries were part of the expected consideration, part of the benefit which the boy was to derive by binding himself as a pupil-teacher, and, indeed, the very object of his agreement. Now it is clearly contrary to the very first principles of equity for the master to enforce the letter of the bond, and not to secure to the boy that which all parties expected and supposed would be its pecuniary advantages. If the facts turned out differently from what

both the parties to the contract proposed and intended, then equity requires that the contract should be modified or cancelled, and Mr. Yardley, as a magistrate having full power either to set aside the indentures and cancel them altogether, or only to enforce them on equitable terms, was bound to have told the master that if he did not choose to guarantee to the pupil the salary which both parties expected and intended that he should receive, then it is contrary to equity and good conscience to enforce the letter of such a bond ! The poor lad and his father said, "How is he to live ? He cannot live." But the only answer of the judge was, "You should have thought of that before you signed those articles." But the manifest reply was, that they actually did think of it, and both parties were thinking of it, and all parties considered the matter fully provided for by the Privy Council code, and the Privy Council have altered their rules most injuriously affecting the pecuniary benefits of the pupil-teacher.

"Nothing can be clearer to an equity lawyer than that these facts entitled the youth to set aside his articles in equity, unless the master would guarantee him the salary which all parties originally expected and understood that he would receive, and which, in fact, was the very object (though not expressed in the articles) that the agreement was to secure to him under the old code. How can it be at all contended that the poor boy, because of this omission in the articles, is to work for nothing ? It was a clear mistake of all parties that his articles omitted to provide for the event of the Privy Council or parliament refusing to pay the salary which it was the object of the agreement to secure to the boy, this change of code being a thing not contemplated by either party. The conduct of the Privy Council and of the magistrate appears to me most harsh and oppressive, and is entirely contrary to the first principles of English equity and also of common justice.

"Yours obediently,

"Lincoln's-inn, May 18."

"AN EQUITY LAWYER."

Educational Intelligence.

PUPIL TEACHERS AND THE REVISED CODE.

Sir,—I enclose you an extract from the Head Master's report to the Committee of the Manchester School of Art, dated April, 1863, showing the *retrograde* tendency of the Revised Code.

May 21st, 1863.

I am, Sir, yours, &c.,

E. N. A. G.

[COPY.]

"The class of pupil-teachers of public schools has fallen off, which is to be explained by the adoption of the New Code of Regulations lately set forth by the Committee of Council on Education, which does not offer the same advantages to that class of students for the study of Art, as formerly."

TORBAY AND SOUTH DEVON ASSOCIATION.

The last Meeting of this Association was held at the National, Dartmouth, on Saturday, April 18:h. In the absence of Mr. Large, the lesson was given by Mr. Viccars, on "Digestion," to a large class of boys.

A discussion followed "On the best method of teaching music in schools." After an animated discussion of more than an hour, it was generally agreed that the Tonic Sol Fa System of Mr. Curwin was the easiest and best. Some of the members advocated Martin's, and others Hullah's.

General Examination of Training Schools.

CHRISTMAS, 1862.

FEMALE CANDIDATES.—FIRST YEAR.

HOLY SCRIPTURE.

Three hours allowed for this Paper.

Acting Teachers may confine themselves to the questions marked with an asterisk.

You are not permitted to answer more than one question in each Section.

SECTION I.

DEUTERONOMY.

1. What are the chief characteristics of this book? What quotations from it are found in the New Testament?
2. Give an exact account of one of the last discourses addressed by Moses to the Israelites.
3. What enactments in this book illustrate the equity, benevolence, and spirituality of the Mosaic dispensation?
4. Quote the passages in this book which refer to the education of children, and illustrate them by reference to scriptural history.
- *5. Give a brief but clear account of the principal events in the life of Abraham, or of Jacob.

SECTION II.

1. Enumerate the events in one of these periods of time: from the Exodus to the death of Joshua, from the death of Joshua to the accession of Saul, or, from the death of David to the destruction of the first temple.
- *2. What are the most important lessons to be learned from the early history of David?
3. Give examples of intercessory prayer from the Pentateuch and the two books of Kings.

SECTION III.

1. What persons are chiefly pointed out as types of Christ?

*2. What prophecies directly referring to Our Lord are found in the Pentateuch, and in the book of Psalms?

3. In what prophecies are the circumstances of Our Lord's nativity, rejection by His countrymen, entrance into Jerusalem, trial and condemnation, and His ascension, most clearly predicted? Quote one of these prophecies at length.

SECTION IV.

GOSPEL OF ST. JOHN.

1. Quote passages from St. John which state distinctly the pre-existence of Our Lord, and His relation to the Father.

2. Describe the circumstances of Our Lord's first meeting with St. Peter, Andrew, Philip and Nathanael, and quote his last words to St. Peter.

3. Quote passages from Our Lord's discourses which shew the nature and effects of the union between Him and believers.

4. Analyse the discourses addressed to the disciples after the Last Supper.

*5. Write a brief account of John the Baptist, or of St. Peter.

SECTION V.

ACTS OF THE APOSTLES.

1. Quote texts which describe the character and habits of the first Christians, and the feelings of the Apostles when persecuted.

2. Analyse the discourse of St. Peter on the day of the Pentecost, or that of St. Stephen, quoting some verses.

3. Collect the notices of Barnabas, and describe his character.

*4. Give an exact account of the conversion of St. Paul.

CATECHISM AND LITURGY.

Three hours allowed for this Paper.

SECTION I.

1. Illustrate by scriptural texts the statement of the Catechism touching the baptismal covenant.

2. Prepare the notes of a lesson on the principles which are involved in the 5th and 10th commandments.

*3. Write out the petitions of the Lord's Prayer, and, after each petition, the portion of the Catechism which explains or paraphrases it, and illustrate them by scriptural texts.

SECTION II.

*1. Analyse the forms of Absolution and the General Thanksgiving, and illustrate them with scriptural texts.

2. Explain the connection between the several portions of the Morning Service to the end of the Apostles' Creed.

SECTION III.

1. From what books of the Old Testament are lessons selected in the seasons of Advent and Epiphany? Show the fitness of the selection.

2. What are the chief points touched upon in the Collects for Christmas, Epiphany, Ash Wednesday, Good Friday, and Whit Sunday? Quote passages, and illustrate them from Holy Writ.

3. Write out the clauses in the Nicene Creed which are not contained in the Apostles' Creed, and prove their accordance with the teaching of Holy Scripture.

*4. Name the seasons of the Christian year, and state the chief object of each.

SECTION IV.

1. For what days are proper psalms appointed? Quote verses from some of these psalms, shewing the propriety of the selection.

2. Enumerate the Books of the Old Testament which are read on Sundays. What subjects are brought before us by these lessons in Lent and at Easter? Which of the minor prophets are omitted on Sundays? How often is the New Testament read through in the course of the year? Is any book omitted in our public service?

*3. Give an account of the order of contents of the service for Baptism, or for Holy Communion.

SECTION V.

1. State the doctrine of our Church upon two or more of the following points, as defined in the Articles, and prove it by plain declarations of Holy Writ—the Person of Christ, the Godhead of the Holy Ghost, the sufficiency of Holy Scripture, Original Sin, the Justification of Man.

*2. State the conditions on which sins are forgiven, and the privileges of the Christian covenant are secured. Quote texts.

GRAMMAR.

Three hours allowed for this Paper.

SECTION I.

*1. Write out, in prose order, changing and adding as few words as possible, and enclosing the added words in brackets :—

“Amidst thy *desert walks* the lapwing *flies*,
 And tires their echoes with unvaried cries.
Sunk are thy *bowers* in shapeless ruin *all*,
 And the long grass o’ertops the mould’ring wall,
 And trembling, *shrinking* from the *spoiler’s* hand
Far, far away, *thy* children *leave* the land.”

—Deserted Village.

2. Express the full meaning of the following passage in plain prose :—

“In *such* a palace Poetry *might* place
 The armory of Winter, where *his* troops,

The gloomy clouds, *find* weapons, arrowy sleet,
Skin piercing volley, blossom-bruising hail,
 And snow, *that often* blinds the traveller's course,
 And *wraps* him in an unexpected tomb."

—*The Task*, Bk. V.

3. Paraphrase the following passage :—

"Honour, *that praise which* real merit gains,
 Or e'en imaginary *worth* obtains,
 Here *passes current* ; *paid* from hand to hand
It shifts in splendid traffic round the land :
 From courts to camps, to cottages it strays,
 And all are taught an *avarice* of praise ;
 They please, are pleased, they give to get *esteem*,
Till, seeming blest, they grow to what they seem."

—*Traveller*.

SECTION II.

1. Parcel out any one of the above passages into simple sentences.
2. Write an analysis of either of the last two extracts.

SECTION III.

Parse the works printed in Italics in the passage which you have taken for analysis or paraphrase (see above).

SUPPLEMENTARY.

1. Write out, from memory, in proper metrical form, with correct punctuation, about ten lines from *The Task*, or from any other poem *written in blank verse*.

2. How may the letters of the English alphabet be classified ?

*3. Name, and briefly define, each of the parts of speech in English Grammar, and give an example of each of them.

*4. What are the chief differences between poetry and prose ?

*5. Parse the words printed in Italics :—"All manner of facilities should be *given* to the *the poor to become holders* of property ; and *wherever it* could be managed, *almost* in spite of themselves, *they* should be made so ; *that is*, by putting by *portions* of their wages when it is manifestly *possible for this* to be done, *as* in the case of domestic servants, or when the *employed are* in some measure under the *guidance* of their employers."

*6. Correct (where needful) the spelling—*wholely, occular, fulfil, compleat, visionery, aprentice, superiar, excellence, manyfold, aggriculture, ignerant*.

*7. Write a *brief and plain* account of *one* of the following subjects :—

1. A farm-yard.
2. A kitchen.
3. The place in which you live, and its neighbourhood.
4. How boys and girls, after leaving school, may keep up and extend their learning.

GEOGRAPHY.

Three hours allowed for this Paper

SECTION I.

1. Give a clear account of the physical features of Yorkshire, and of the occupations of the people.

2. Name the counties traversed by the Penine range, the rivers which have their source in it. Give some account of the chief towns on their banks.

3. Which are the chief manufacturing districts of England? For what productions are they severally remarkable? Give some account of the comparative value of those productions.

*4. Name the chief towns in Cornwall, Dorset, Suffolk, Warwickshire, Lancashire, and Yorkshire. Give some account of the most remarkable circumstances connected with the site, population, buildings, or productions of each.

SECTION II.

1. Give some account of the physical features and natural and artificial productions of the eastern counties of England.

2. Name the provinces of Ireland, and the most remarkable facts in the physical geography, or the occupations of the people, in one of them.

*3. Name the chief commercial and manufacturing towns in Scotland and Wales, and state the most important facts connected with their history and condition.

SECTION III.

1. Enumerate the mountain ranges of Europe, state the average height of each, and describe the conformation of one of the chief of them.

2. Which are the chief plains of Europe? Describe the extent and general characteristics of one of these plains.

3. What are the chief exports of France, Italy, Spain and Turkey? What do these exports indicate touching the physical character of each country, and the condition and habits of the population?

4. Name the chief rivers of France and Germany; and describe the course of one river in Spain or Italy.

*5. Name the five principal Governments of Europe, and the capital city of each of them. Describe one of these capital cities.

SECTION IV.

Draw one or two of these maps:

1. A map illustrating the physical features of Scotland or of Wales.

2. The coast line of Ireland on the West.

3. The basin of the Rhine, Elbe, or Lower Danube.

4. France or Spain.

SECTION V.

*1. What is meant by "The two Hemispheres," and by "The Old and New World?" Explain these terms.

Describe the shape of Africa. Why might it be called a peninsula?

*3. In what parts of the world are Moscow, Constantinople, Rome, Cairo, Mecca, Calcutta, Melbourne, Quebec, New Orleans, California, Pekin? Give an account of any two.

BRITISH HISTORY.

Three hours allowed for this Paper.

SECTION I.

1. Name the Roman Emperors and Generals connected with British history; by which of them was the chief advance made in the subjugation of the country?
2. Which institutions of the Saxons have left the most permanent effects upon our history and laws.
3. State the principal events and persons connected with the establishment and extension of the Christian religion among the Britons and the Saxons.
- *4. Name the most distinguished kings before the Norman Conquest, and describe some great events in the reign of each of them.

SECTION II.

- *1. Give a brief summary of the events in two of these reigns—Henry II., Edward I., Henry VI., and Henry VII.
2. What were the chief causes of dissension between Henry II. and Thomas a Becket?
3. Give some account of the extent of the dominions of the first Prince of the Plantagenet line.
4. Describe the character of the Queens of William I., Richard II., and Henry VI.
5. What were the chief characteristics of the feudal system?
6. What events in Scottish history were contemporary with the reigns of Henry VII. and Henry VIII. of England?

SECTION III.

1. State facts which explain the advance of civilization after the accession of Henry VII.
2. Who were the most distinguished statesmen, warriors and writers in the reigns of Elizabeth and Queen Anne?
3. When did these battles take place, who were the parties engaged in them, and what were the results—Neville's Cross, Evesham, Bosworth, Marston Moor, Naseby, Sedgemoor?
- *4. Enumerate the chief events in the reigns of Henry VIII., or of Queen Elizabeth.
5. Enumerate the chief events in the reign of Queen Mary of Scotland.

SECTION IV.

1. Describe the character and general policy of James I.
2. State facts which shew the relations between kings of the Stuart dynasty and foreign princes.

3. Give some account of the circumstances which led to the accession of William III.

*4. Enumerate the chief events in one of these reigns—George II., George III., Queen Victoria

SCHOOL MANAGEMENT.

Four hours allowed for this Paper.

Acting Teachers may confine their attention to the questions marked with an *.

Write the first line of your first answer as a specimen of copy setting in *large hand*; and the first line of your second answer as a specimen of copy setting in *small hand*.

* 1. Upon what system do you propose to teach the elements of reading? Prepare a sketch of the lessons which you would give in the first six months to an intelligent child, shewing clearly the mode by which you would familiarise them with the elementary combinations of vowels and consonants.

2. Do you propose to teach children to read upon one system or more than one? In the latter case, at what time, and by what process, do you arrange for the transition?

3. What do you consider to be the advantages or disadvantages of teaching by the phonic method?

* 4. Describe the first steps in teaching children to write. What are the chief difficulties? How do you propose to meet them?

5. Give instances of faults commonly committed by inexperienced teachers in giving out, and in correcting lessons from dictation.

* 6. What lessons in Arithmetic may advantageously be given to children in an infant school? Give instances of questions well adapted to test the progress of children in elementary rules.

7. Shew the general effect of each of the three elementary subjects upon the mental development of children.

* 8. What directions would you give to a pupil teacher about to undertake the charge of a class of children of average attainments between 5 and 7 years old?

* 9. By what exercises is the memory best trained to retain, and reproduce the subject matter of lessons?

* 10. By what system is waste of time most effectually prevented in reading lessons? How many minutes per week ought to be spent in actual reading, by each child, in a class of average attainments, at the average age of 8 years? By what method can this result be obtained?

11. Enumerate faults of pronunciation and of expression common in elementary schools. To what causes are they severally attributable? How can they be prevented or corrected?

* 12. Classify the most common errors in spelling. To what causes do they appear mainly attributable? Which have you found most difficult to correct in your own case, or in the case of children under your care?

Students *who are about to leave the Institution, and Teachers in charge of Schools,* must not omit *the following question.*

* 1. From the subjoined extract from a Class Register calculate the average age of the children, the average attendance for the week, the number present at all, and the average number of days attended by each child present at all.

A. Absence. L. Leave. S. Sick. The Blank represents Attendance.

Age.	Monday.		Tuesday.		Wednesday.		Thursday.		Friday.	
$7\frac{1}{4}$				S.	S.	L.				A.
$8\frac{3}{4}$	S.		S.					S.		
$11\frac{1}{4}$	A.	A.	A.					L.		A.
$12\frac{1}{2}$		A.		L.	L.			S.		
$11\frac{3}{4}$						L.				A.
$10\frac{1}{4}$		S.		S.			S.	S.		S.
$12\frac{3}{4}$			A.	A.						L.
$8\frac{1}{2}$	L.								S.	S.
$9\frac{1}{2}$	L.	L.				S.				S.

* 2. How do you find the average attendance of each child that has been present at all in a school—

1. For any given week?
2. For a quarter?
3. For a year?

Not less than half-an-hour should be reserved for the following Exercise (if attempted).

* 3. Full notes of a lesson upon *one* of the following subjects:—

Patience.

Truthfulness.

Punctuality.

Love as the fulfilment of God's Law.

MALES : SECOND YEAR

SCHOOL MANAGEMENT.

Three hours allowed for this Paper.

Write the first line of your first answer as a specimen of copy setting in *large hand* ;
and the first line of your second answer as a specimen of copy setting in *small hand*.

SECTION I.

No Candidate must omit any part of this Section.

From the subjoined extract from a Class Register, calculate the average age of the children, and the average attendance for the week.

Age.	Name.	Mon.		Tues.		Wed.		Thurs.		Friday.	
8	J. N.	+		+	+		+		+	+	
7	N. S.	+	+	+	+	+	+	+	+	+	+
8½	M. E.	+	+	+				+		+	+
9	R. N.				+		+		+		+
10½	G. J.	+	+	+		+				+	
7½	F. R.	+	+	+			+	+	+		
8¾	A. B.			+				+	+		+
9½	C. D.			+			+	+			
9	N. M.	+	+		+		+			+	+
7	G. H.	+			+	+	+	+			
9	K. N.	+	+				+				+

+ means "present."

How is the average attendance during the year to be calculated ?

Explain exactly the way in which the registers are to be kept by your Assistants, and by yourself. At what hours daily, or weekly, may this work be most conveniently done ?

Explain a good method for registering the progress of children as well as their attendance.

SECTION II.

1. How would you organize a school of 100 boys, (80 in average attendance) in a small country village, with one pupil teacher?

2. How would you organize a mixed school in a village, average attendance 120 of all ages, with two pupil teachers, and a sewing mistress for the girls?

SECTION III.

You are supposed to be placed in a village with a large school-room, and a very small number of children of very different attainments, (no pupil teacher). What would you do to organize your school as it is—to increase the numbers—and to secure that your scholars should bring as much aid as possible to the funds of the school?

SECTION IV.

1. What subjects must be taught carefully in schools in order that the children may shew a general proficiency in "Reading?" To what extent must such subjects be taught?

2. "If the general progress, intelligence, and knowledge of the children in a school are not satisfactory, the school funds will receive less aid from Government." How do you propose, in the organization of any school you may have to conduct, to provide against such a failure as is thus indicated?

SECTION V.

Give notes of a lesson to your children on "Punctuality."

SECTION VI.

Write a short essay on "Means of obtaining control over children."

Notices of Books.

Composition and Punctuation. By J. Brennan. Virtue Brothers and Co.—We are glad to find that this work is so much in demand as to have required a twelfth edition. Thoroughly independent in its doctrines, and hence not always in accordance with commonly received opinions, Mr. Brennan's book is nevertheless so full of sound teaching, that young students cannot fail to profit by giving it a careful perusal.

The History of Modern Europe. By T. Bullock. Simpkin and Co.—To narrate, within the compass of three hundred pages, the most important events that have transpired in the world's modern history is no easy task; and it is no small credit to the writer of this epitome that he has done his work with considerable success.

Lectures on the History of England. Lecture V. By W. Longman. Longman and Co.—Mr. Longman in his fifth lecture notices at length the main points in the reign of Edward the Second. The sections on the rise and overthrow of the Knights Templars and the Battle of Bannockburn are particularly well done. Were it not for the high price at which these lectures are published, we should augur for them an extensive circulation, for they are really worthy of it.

A History of Feudalism, British and Continental. By A. Bell. A new edition with Examination Questions and Introductory Essay. By C. R. Edmonds. Longman and Co.—In this History of Feudalism there are two things which stand out rather prominently—a tone of depreciation with respect to that system, and the long extracts from Sismondi and other writers, sometimes to the extent of thirty or more pages at a stroke. That there was much in the system of Feudalism worthy of censure, no one acquainted with it will deny, but it is equally true that some parts of the system were of advantage to European progress, at a certain stage in its development. Feudalism should be measured, not by the standard of the nineteenth century, but by the general condition of Europe, in all that relates to social, moral, and political life, during the dark ages. Comparing it in this way, such men as Hallam and Guizot conclude that feudalism with all its faults, and they were many, had in it more than the germs of civil freedom and moral discipline, and with this judgment we are compelled to agree. With the exception named, Mr. Bell's history is worth the attention of those who seek to know more of feudalism, than can be gathered from the incidental notices of it, to be found in general histories. The extracts are well chosen, and for the most part full of interest.

Wharton's Solutions of every Class of Examples in Algebra. By J. Wharton, B.A. Longman and Co.—For students who have not the advantage of a tutor, and for schoolmasters whose mathematical knowledge is limited, this book of solutions will be looked upon as a prize. Mr. Wharton's solutions are really what they profess to be, and not mere hints, and are therefore, as set out by the Author, valuable as models of neat and elegant methods. The number of problems fully solved is very large, which is an additional recommendation of the work to beginners.

The Book of Bible Prayers. By J. B. Marsh. Simpkin and Co.—In this little book, all the prayers recorded in the Scriptures of the Old and New Testament find a place. So far as we know, the idea is unique, but what is the precise purpose to be served by working it out, we do not see.

SYLLABUS

OF SPECIAL EXAMINATION FOR TEACHERS OF INFANTS.

The examination will commence on the 28th of September, 1863. After 1863, this separate examination for teachers of infants will be discontinued.

Teachers of infants, in order to be able to attend this examination, must have been appointed before 29th April, 1854, and continuously engaged in the same schools up to the date of examination. *Other infant-school teachers must attend at the ordinary examination for certificates, where they will find questions in accordance with the subjoined syllabus.*—Revised Code, Articles 66, 67, 69, 71, 72, 122.

The candidates are divided, according to the result of this examination, into two classes. The second class answers to the fourth division of the ordinary examinations.

Candidates (whether students or acting teachers), who are placed by examination in the *fourth division* (Article 123), receive their first certificate in the *lower grade* of the fourth class (Article 67). Such teachers are not recognised, under Article 81 (*a*), for the superintendence of pupil-teachers until they have risen to a higher certificate, either by re-examination (Article 78), or good service (Articles 76, 77).

No school is treated as an infant school in which there are children on the books more than seven years old, or in which the instruction is not reported by her Majesty's Inspector to be specially and exclusively adapted to children under that age.

The Articles of the Revised Code apply to infant-schools, equally with other schools, unless express exception is made.

SCHEDULE.

Written exercises must be performed on the following subjects :—

1. *Religious Knowledge.**

Outlines of Old Testament History to the death of David.

One Gospel :—*St. Luke* for 1863.

The Acts of the Apostles to the end of chapter xii.

Church Catechism.

Additional for 1st Class.—The Epistle to the Hebrews. The Daily Morning and Evening Service.

2. *The Theory and Practice of Teaching Infants, and of Conducting an Infant School.*3. *Lessons on Objects, Trades, Manufactures, and Domestic Economy.*

* This subject does not enter into the examination of candidates from British and Foreign, Wesleyan, Roman Catholic, or Jewish Schools.

4. *Language.*

For 2d Class.—Parts of Speech with Inflections.

For 1st Class.—Syntactical Parsing, Analysis of Sentences, and a simple Paraphrase.

5. *Penmanship.*

To write a specimen of the penmanship used in setting copies.

1. A line of large text hand.

2. A passage in small hand.

Whitehall, May 24, 1854.

Sir,—I am directed by Viscount Palmerston to request that you will submit to the Committee of Council on Education, for their consideration, that one great fault in the system of instruction in the schools of the country lies in the want of proper teaching in the art of writing. The great bulk of the lower and middle orders write hands too small and indistinct, and do not form their letters, or they sometimes form them by alternate broad and fine strokes, which make the words difficult to read. The handwriting which was generally practised in the early part and middle of the last century was far better than that now in common use; and Lord Palmerston would suggest that it would be very desirable that the attention of schoolmasters should be directed to this subject, and that their pupils should be taught rather to imitate broad printing than fine copper-plate engraving.

(Signed) H. WADDINGTON.

The Secretary to the Committee of Council on Education.

6. *Arithmetic.*

For 2d Class.—First Four Rules, Simple and Compound, with Explanation of the Arithmetical Process in each case.

1st Class.—Practice, Proportion, and Vulgar Fractions.

7. *Geography.*—1st Class only.

Europe and general outlines.

Map drawing, confined to British Isles and Palestine.

8. *Natural History.*

The Human Body.

Common Animals.

Common Plants and Minerals.

Conditions affecting Health.

9. *Sewing.*

Four hours will be devoted to the examination of the candidates in sewing and cutting out.

Evidence of the power of clearly and accurately presenting the first elements of knowledge to the minds of very young children will be especially required as a condition of success in the examination.

PAPERS FOR THE SCHOOLMASTER.

No. 149.

JULY 1, 1863.

Normal Colleges.

Our readers know that the House of Commons has pronounced itself unprepared to dispense with a Certificate of Merit, as a condition upon which a Teacher shall be permitted to take charge of an elementary school. The *Times*, true to its own retrograde policy, or under sinister influence, still lends its aid to every proposal by which popular education may be retarded. Mr. Walter, whose connexion with that newspaper is well known, is a country gentleman, and looks upon education from a country gentleman's point of view; and to secure a share of the Parliamentary Grant to small rural schools, whose apathy has hitherto disqualified them, he would sacrifice the interests of our populous cities and manufacturing towns. If there is any danger of Mr. Walter's eventual success, it will arise from the fact that there are so many more country gentlemen in the House of Commons, whose views the *Times* has undertaken to second. On the other hand, a revolution of feeling may take place; and to judge from the altered tone of the speeches in the House of late, it is already taking place.

Mr. Norris, Her Majesty's Inspector, has lately done good service in establishing the fact that the statement, upon which so much stress was laid, that 15,000 rural schools were outside the Parliamentary Grant is altogether fallacious. And, even assuming its truth, it is outweighed by another fact that the number of children in inspected schools is three times as large as that of those in uninspected schools, which have been in every case uninspected from choice or neglect. This week, the *Times* admits a letter from

"A Vicar," who states that his school does not participate in the Parliamentary Grant, but that "a tiny school some seven miles off receives £56 annually." The inference which he draws is that each should be treated "according to results," as he would define results. The real inference which he ought to draw is this, that he should do what "the tiny school" has shewn can be done. In his parish it may be supposed there is land, and that such land has owners, and that such owners have responsibilities. The difference must be this, that whereas the one Vicar has influence or energy enough to awaken a sense of responsibility in the owners of the soil, the other Vicar has recourse to the much easier expedient of writing a letter to the *Times*.

The question practically is whether the Government shall use every security that the Public Grant shall not be wasted. This surely is what is meant by the phrase "paying according to results." The individual examination of the children is one security for right results. The Certificate of Merit, which implies a sufficiency of knowledge as well as of teaching-power in the Teacher, is another security. But not only are two securities better than one, but also a Certificate of Merit implies, as a rule, two years' residence in a Normal College, and becomes a guarantee for results far more important, because moral; results such as Inspectors may fail to observe, and Examiners can never estimate.

The altered pecuniary position of Normal Institutions, it will be now generally known, has made it necessary for their managers to demand some payment from their pupils. Those which are in enjoyment of a large annual payment from the National Society are enabled to dispense with this requirement, and except the Whiteland's Institution, they have resolved to take advantage of this Grant, so as to contend with others upon unequal terms. Pupil Teachers, who entered upon their career in the expectation of a free admission into the Training School, may sustain some hardship if they are now compelled to contribute to their own support; but it must be remembered that the future limitation of the supply of Schoolmasters to the country is a great advantage to them, and implies a new obligation from them to the Training School upon

whom the responsibility is now thrown of seeing that the supply shall be limited to the demand. So long as the Pupil Teacher has a prospect secured to him that there will be a demand for his future services in the educational market, we do not think he will be averse to make some such immediate sacrifice. It will sometimes happen that his friends are not in circumstances to contribute even £5 a year to his maintenance; but in this case local interest should be excited on his behalf; and private aid cannot come to the support of a Normal School in a better, a more secure, and a more healthy form than by such contributions from the local friends of education for the support of a deserving Pupil Teacher in the Normal School.

LECTURE ROOM NOTES.

GOSPEL BY ST. LUKE.—No. IV.

Chap. vi.—(1) *plucked the ears of corn*—To do so was permitted by the Law, (Deut. xxiii. 25), but forbidden by the Talmud of the Pharisees. (5) *Lord of the Sabbath*—In defending His disciples, Our Lord first cites the practice of David and the Priests. If they were justified in breaking the letter of the Law respecting the Jewish Sabbath to satisfy hunger or to serve the Temple, the disciples were both hungry and employed in the higher service of Him who is greater than the Temple. "The Sabbath was made for man," (Mark) but He is the Head of Man, and has the Sabbath therefore under His control. The Sabbath is an ordinance *for man*, pointing out the rest which is found in Him. As the Son of Man, He has under His control all things (and therefore the *Sabbath*) ordained for the benefit of man. The apostolic expansion of Our Lord's teaching may be seen in Rom. xiv. 4, 5, 17, and Col. ii. 16, 17. (8) This miracle was intended to illustrate the principle just laid down. (10) *Stretch forth*—The miracle is a beautiful illustration of Divine assistance accompanying all commands which, upon the principles of human reason, it is impossible to obey. Had this man argued that all experience taught him that it was impossible to stretch forth his hand, he would have missed the cure, but he believed that He who gave the command would also give the power to obey it. (12–19) *The call of the Twelve*—peculiar to St. Luke. (13) The twelve disciples had received a previous call, but were chosen out of all the disciples for a special work as *Apostles*. (20) *poor*—i.e. in spirit; *the kingdom of God* (Matthew, *Heaven*)—the citizenship of the Heavenly Jerusalem. (21) *filled*—shall "feed upon Christ by faith." (23) *that day*—in which they shall be reviled for His sake. (27–30) These precepts are not to be received in "the letter which killeth" but in

the spirit of them, conveying great principles for the regulation of our Christian conduct. Love, and not selfish expectation of a return, must be the motive of our actions. (33) *sinners*—as a class, i.e. Gentiles. (35) *the sons of the Most High*—by such conduct you will be *proving* yourselves to be the children of your Father, by imitation. (39) *parable*—here equivalent to ‘proverbial expression.’ (40) *perfect*—fully instructed in a knowledge of Christian duty, and honestly seeking for grace to practise it. This use of the term *perfection* is common in the Bible, and in no sense interferes with the great evangelical truth that we have even no *such* perfection of ourselves. In this case the perfection consists in imitating the Great Example in refusing to judge our brethren, for “Christ came not to condemn.” Every true disciple will endeavour to be like his Master. (39—end) There is a close connexion. The Lord begins by rebuking in men the disposition to censure. Such men look for moles (41—42) in other men’s eyes, while they have large splinters in their own. The life of such men is evil, and like an evil tree, (43) can produce no such good fruits as to entitle to blame the fruits of other men. They have enough to occupy their own care. Such men are essentially hypocrites; they may call Christ ‘Lord,’ (46) but not building *practically* upon Him as the foundation, they will be swept away when the Judge who knows the heart and life shall come.

Chap. vii.—Christ comes to Capernaum. The *first* portion of Our Lord’s ministry was limited to Judæa. The account of it ends in Luke iv. 16, when He returned to Jerusalem and to His ancient home of Nazareth. Driven from Jerusalem, He begins the second portion of His ministry in Eastern Galilee. Capernaum is now the great scene of His labours and place of residence. Here He cast out the evil spirit from a man; He heals Simon’s wife’s mother; and the paralytic man let down through the tiles; He explains the anti-pharisaic character of the Jewish Sabbath; He cures the man with the withered hand; and in this chapter we read the account of the cure of the centurion’s servant (1—10). (4) *instantly*—urgently. (8) *under authority*—“I am subject to my superior, while I have soldiers under me who obey my orders.” Observe in the centurion (a) humility; (b) faith; (c) the blessing of Christ. (11—18) *Work at Nain**—account peculiar to St. Luke. This is one of the three recorded examples of raising from the dead; “one (Jairus’s daughter) was raised when just dead—one on the way to burial—and one (Lazarus) who had been buried four days.” (12) The Jews buried outside the gates. (11) *large multitude*—showing Christ’s increasing popularity. (12) *much people*—shewing the esteem entertained for the young man. (14) indicates the custom of bringing the dead in coffins not fastened down. *I say*—Jesus spoke the life-giving word in *His own name*.—Not so the Apostles, as in the case of Tabitha. (15) *delivered him to his mother*—notice the spirit of tenderness. (18—35) The reason why the Baptist sent his disciples has been greatly discussed. Some suppose that his own faith had been weakened by his imprisonment, but the character Our Lord gives of him in the answer makes this unlikely. Others suppose that the question was put for the sake of John’s disciples, but Our Lord’s answer implies that the question comes from

* For Notes of a Lesson see No. 18 of this work.

John himself. He may, however, like the mother of Jesus, have longed for a clear and open declaration of Christ's Messiahship; and the reply, like that to Mary, conveys some reproof for impatience and dictation. John may have asked the question *partly*, for the sake of his disciples, but *chiefly* for his own comfort rather than conviction. (24) *a reed*—an emblem of bending instability. (25) *soft raiment*—he was clothed, like a hardy man, with camel's hair. He was a man that despised ease, as he was the last to bend to popular favour. (28) *greater than he*—He was greatest because (a) In him the whole spirit of ancient prophecy centred; (b) He was the immediate forerunner of and pointed to Christ; (c) He bridged over the Old and New Testaments. Yet for all this, *the least* well instructed Sunday School child knows more of truth and possesses higher privileges. (32) *children in the market-place*—imitating their elders. John came preaching repentance, but the Jews rejected him as the children who refused to play at funerals; Jesus came with notes of joy, but neither would they hear Him, like the petulant children who would not play at the game of the wedding; nevertheless, (35) *wisdom* or the religion of Christ's gospel, shall find justification in those of that generation who obey it. (36—50) This incident, peculiar to St. Luke, must not be confounded with that related in the other Evangelists. This was not Mary Magdalene. (37) *sinner*—a woman of impure life, but a penitent; the incident is related to prove the expression in 34, "a friend of publicans and sinners." She may have heard the expression, and followed Jesus into the very house of the Pharisee. (38) As she wept the tears fell, and as they fell she wiped them away with her hair. (47) *for she loved much*—the words *seem* to mean, "She is forgiven, because she has loved." But this interpretation is opposed to the whole lesson of the parable, as well as by the words that follow, "to whom little is forgiven, the same loveth little," where the forgiveness precedes the love. Her conduct had shewn the depth of her affection, which was the consequence not the *meritorious cause* of her forgiveness. The Pharisee had thought her unclean, but our Lord pronounces her clean, because forgiven; and for a proof He points to her conduct. The words mean, "Her sins are forgiven, for (see) she loved much," i.e. her behaviour shews it. Moreover in (50) her cure is ascribed to her *faith*, not her *love*, but then "faith works by love." *

ACTS OF THE APOSTLES.

Chap. v. 1—11. *Account of Ananias and Sapphira*. Their crime consisted in this that while they *professedly* brought the *whole* price to the Apostles for the common good, they in reality *selfishly* kept back a portion. Thus they attempted (1) to acquire for themselves a fictitious credit for self-denial, (2) to deceive the Apostles themselves in order to gain their hypocritical purpose. The sin was, therefore, *in fact*, a practical denial of the Holy Ghost in the Apostolic administration of the

* For Notes of a Lesson see No. 42 of this work.

Church. In this miracle we have (a) an indirect but weighty evidence (v. 3, 4) of the divinity of the Holy Ghost, (b) we have the first example of judicial power exercised by the Apostles, "whosoever sins ye retain &c.," The words indeed used by St. Peter are only *declarative*, but the whole scene stamps them with a *judicial* character. (6). *Young men*—as a different word is used in this and v. 10 in the Greek, probably no official office is denoted such as is implied by the converse term *elders*. The distinction between deacons and presbyters (elders) was as yet unknown. (12—16) the supernatural occurrence just related and the apostolic miracles were means of spreading the faith. (12) *all* i.e., the apostles. (13) *join himself*—put himself on a level with the apostles, such was the reverence in which they were held, but (on the contrary) the people magnified them. (15) *the shadow of Peter*—the pre-eminence of Peter is undoubted (Matt. xvi., 18). Can Peter be in any sense emblematic of Christ; if so, 'the shadow of the rock' (Is. xxxii. 2) has a secondary application. (17—42) the popular favour of the apostles excites the jealousy of the Jewish Sanhedrim. (12) *Sadducees*—were a powerful element in the Sanhedrim (see xxiii. 8) and were the chief enemies of the Gospel being opposed to the doctrine of the resurrection. (20) *this life*—denoting the character of Christianity, wherein Christ is the life of man, temporal, spiritual and eternal. (24) *Captain of the temple*—i.e., captain of the guard as iv. 1. (29—32)—*The defence of Peter*—containing (1) the assertion of superior duty to God (2) the application of such principle to the particular case (3) the identification of themselves with the Divine purpose. His speech is a fulfilment of the promise in Matt. x. 19. (31) *Prince and Saviour*—'a Prince,' implying sovereignty, 'a Saviour,' by whom you shall be saved; *repentance* referring to 'Prince,' *remission of sins* to 'Saviour.' (32) This was, as far as the apostles are concerned, a fulfilment of Luke xxiv. 48, but as all external human testimony must fall short of man's wants, the Holy Ghost gives an inward witness not to the apostles only, but 'to them that obey him' (see John xiv. 26, and 1 John v. 10). (35—39)—*the speech of Gamaliel*—This Gamaliel was an enlightened and wise man. He was the preceptor of Saul. His advice so favourable to these two apostles must be attributed partly to his forbearing disposition and partly to his opposition to the Sadducees' ground of attack upon the apostles, the preaching of the resurrection. When St. Stephen presented that side of the gospel which opposed the *pharisaic* prejudices of the Jews, his disciple, Saul, headed the persecution. The advice of Gamaliel may have been dictated by worldly policy as a means of extricating the council out of the difficulties into which the fear of the people may have placed them. (41) *teaching and preaching*—the one privately, the other publicly. *Jesus Christ*—i.e., Jesus as the Christ or Messiah.

NOTES ON WORDSWORTH'S "EXCURSION." Book I., LL. 200—300.
No. III.

199. *rise up*—is this a true infinitive, or a participle in disguise? Is it governed by 'Sun' or is it attributive to 'Sun,' whom he saw *rising*? Compare v. 127, and see note.

201. *frame of earth*—compare, “this goodly frame, the Earth” (Hamlet.) That which has been framed, or formed.
203. *were touched*—viz with light.
205. *needed*—intrans. = *was necessary*. ‘No sound *was necessary* ;’ or impers. = *there needed*. None is adj. attrib. to ‘sound.’ ‘Answer made it *none*’ (Hamlet, i. 4.) Compare, for idea, ll. 187—191. The love now ‘*flowed* from the universal face of earth and sky.’
207. That in nature which excites the feeling of beauty through the outward senses, that spirit of nature which speaks to man’s kindred spirit, and the external forms of nature which are the bodies which this spirit animates, all filled him, as molten metal fills the crevices of a mould into which it is poured.
208. It seems more consistent with the general spirit of Wordsworth’s philosophy to interpret *his animal being*, to mean his whole composite life as a living creature, rather than his lower nature. *Swallowed up* will then simply mean absorbed. As they melted into him, they dissolved, as it were, his whole nature, pouring themselves all round it.
211. *access of mind*—mental exaltation. His mind received constant *accessions* of feeling. *Accedo*, I approach.
213. There had been a time when nature set him simply thinking. Feeling, which was higher and more comprehensive than thought, now cast it out.
215. *rapt*—‘carried upwards ;’ *rapio*, (*raptus*), I snatch. ‘*Rapt into* future times’ (Pope.)
216. Or services which prayer and praise are able to render in bringing a man nearer to God. *Imperfect*—because to him in such a state of exaltation, these offices were hindrances rather than aids.
218. *it was*, &c.—‘his mind was filled with, nay it *was*, blessedness and love.’
219. Herdsman in apposition with *him* contained in *his* : the intercourse of him, a herdsman.
220. *in this sort*—after this manner or kind.
221. *possessed*—in italics because used emphatically in its technical sense, under a spirit’s power, ‘penetrated by the spirit of nature.’
222. *then*—at such times.
225. That *mystery*, life eternal.
226. *feel*—believed with the heart.
227. *responsive*—answering to ; corresponding with.
228. *revolving*—revolve (Lat.) means I roll back or *unroll*, as well as I roll round. Probably here in the first sense, meaning that they seemed to unroll before his eyes the book of life, full of great thoughts. Cf. “But knowledge to their eyes did ne’er *unfold* her ample page.” (Gray’s Elegy.)
229. *infinite*, attribute to *greatness* understood.
231. Gave a definite form to its future aspirations and destiny.
232. ‘Faith is the evidence (or seeing) of things not seen.’ He saw so clearly that it hardly could be called faith.
- 223—232. Paraphrase :—“From early years he had learned to reverence the volume of the written Word, which unfolds the deep mystery of eternal life ; but so

taught, the mountains helped him to do more than reverence, to believe in his heart all that mystery. Whatever he saw on the 'everlasting hills' of the grand and the unfading, answering to what he read in the Bible, glowed with immortality, unfolding and still unfolding to his eyes on their rocky pages truths great, yea infinite. In such scenes, nothing was little. The least object was clothed with infinity. Like the view before him, his spiritual prospects took definite shape and aim. He did more than *believe*. He *saw* with the spirit the infinite as clearly as he did with the eye the symbols of infinity."

234. *sublime*—literally, high aloft in the air: hence lofty in thought: comprehensive, wide in grasp.

235. Yet loftiness of thought did not prevent humility of spirit. Christianity has brought out this distinction between 'low' and 'lowly.' *Humilis*, (*humus*, ground) humble, was to the ancients another word for *low*.

237. *Ecstasy*—literally, madness: the condition of one beside himself. *Gr. stasis*, a standing, *ek*, out (of oneself), here only elevation of feeling, rapture of mind.

238. Knowing that they did not arise in his own heart, but were inspired by God's Spirit. 'Whence they flowed,' adj. clause, 'and (the source) whence they flowed.'

239. *which works*—i.e. to its ends: the patient only become wise.

242. *self-questioned*—attrib. to 'he.' When he was puzzled, he laid the blame not upon the power of nature to teach, but his own incapacity to learn.

234—243. Paraphrase:—"No low desires or thoughts found place within him, yet no exaltation of feeling expels humility from his heart. Nay, he was meekly grateful, whenever he recalled that ecstatic frame of mind, and bore in mind the Fountain of God's Spirit whence it flowed. It taught him to practise that patience through which true wisdom works her ends. The recollection of these seasons of mental ecstasy, in all the frequent intervals of more sober thought, taught him to study nature with a humble spirit, which led him to doubt, whenever he failed to understand, not her power to teach, but his to understand; and this he did with an overweening veneration of love."

243. With the excessive veneration of love.

244. *so*—amidst such ecstasies, or soberer thought.

245. *duly*—at suitable times.

249. Poets are often compared to stars shining in the firmament; *orb*—full and perfect, without corners.

250. The accent on the first syllable of *divine*, as often in Shakspeare; *different*—lore of kind different from poetry; *lore*—Saxon *lár*, learning.

252. *books*—appos. to 'lore,' put for the contents of books.

253. Such exact sciences as geometry and algebra:—*purer* because the truths are abstract.

254. *severe*, because it is a task to the intellect to master them.

255. In poverty nature droops, and in solitude feeling is suppressed.

250—257. Paraphrase:—"His schoolmaster supplied him with books of an opposite kind, which he had bought with the savings of a laborious life. They

explained to him the elements of truth which geometry and arithmetic teach by lines and figures. By their hard but attractive study, his pre-occupied mind was kept from the evil of poverty when men are so apt to droop, and from that tendency of solitude to suppress the play of natural feeling.”

258. *deceived*—beguiled, cheated of their tediousness.

259. *listless*—idle, filled with no occupation.

261. *pensive*—thoughtful. What do but this? What better than this?

263. The words *inmost*, *outmost*, *upmost*.....are not formed (as is often supposed) by the addition of the word *most* to a preposition. The Anglo-Saxon originals were *innema*, *útema*.....from which superlatives were formed in the usual manner by adding *-st*. *inne-m-est*. *úte-m-est*. In *uppermost*, *uttermost*.....the syllable *m-ost* has been added, through following a false analogy, to words already ending in *-er*, i.e. to words already marked with the sign of the comparative degree. Such words are therefore very irregular superlative forms.

264. *as-if*—may be parsed as a compound conjunction. More properly each of the two conjunctions should be shewn by supplying the ellipsis, ‘*as* (it would be) *if* he fell.’

265. Laying waste his nature, blighting and making it barren; *how*—a conjunction, uniting the noun clause understood—‘*how* (this happened).’

267. Draw him away, and make him independent of her.

269. *with her hues*—clothed exact truths of science with the dress of poetry; he could not take delight in truth in its abstract (naked) form: so he connected lines and figures with something in external nature; saw triangles in the sky, as he joined the stars by imaginary lines, or, applied his knowledge of trigonometry to measure the height of some rock, which was already interesting to him for some fanciful reason.

276. Which had known years now forgotten, and, as it were, had lived amongst them.

277. *visionary*—which to those who marked it presented the history, as in a vision; or requiring mental vision to read it, or (?) simply *fantastic*, *ghost-like*.

279. *obscure records*—faint and doubtful marks of where the lightning had passed.

280. *told*—old word for counted. ‘He *telleth* the number of the stars.’ Compare ‘a tale of sheep.’

281. *ac-* (*ad*) *cumulare* (Lat.) to pile up, or add heap to heap; *feelings*—as of fear, awe and love of nature.

283. the troublous thoughts *subdued*—‘he was’ must be repeated from the previous line.

286. Communing with God through the symbols of the glorious universe.

287. Because he loved the sights and sounds of nature that were in harmony with his own restless spirit; *full*—adverb qualifying ‘often.’

289. He had lost his ancient fear now.

291. That haunt the night.

294. *laws of light*—optics given as an example. Having in vain tried to quiet his intellectual restlessness by the study of the laws of light, exhibited in their abstract form in some scientific treatise, he would go and study them in the

actual phenomena, and see how the rain-bow is formed. Such *objective* study gave him relief.

296. *clefts*—allied to ‘cleff,’ from Saxon *cleifan* to cleave or split, not *clifan* to cleave or stick.

300. To allay excitement, soothe restlessness.

EXAMINATION OF SCHOOLS UNDER THE REVISED CODE.

The following article comes to our hand from the edition of the excellent and spirited *Home and Colonial Society's Quarterly Paper*. It will be found in the forthcoming number of that periodical; and we recommend it to the careful perusal of our readers, as the production of a writer thoroughly master of the subject on which he writes.

So much of the future of income of schools, and therefore indirectly the salaries and emoluments of teachers, will depend upon the number of children who pass the examination, under the New Code, that we have made it our business to inquire, in quarters likely to be well informed,—1st, as to the course which it is probable the great majority of Her Majesty's Inspectors may be expected to take in conducting these examinations; and 2dly, as to the best methods which teachers can now pursue with their children, in order to obtain the greatest success.

1st, Grouping. As Inspectors are to take cognizance of the general organization and arrangements of schools, it may be expected that they will take some cognizance of the grouping of the children, notwithstanding it is expressly declared in the Report of the Committee of Council on Education for 1861-2, that they are to be presented for examination “according to standards selected for them in the first instance by those interested in their success.” We have already heard of one Inspector who refused to examine a school because he considered it unfairly grouped. We have heard also, on the other hand, of a second Inspector who, seeing a tall child in a low group, called immediately for the class register, and finding he had been only one year in the school, offered no objection. Teachers may rely on it, that the *time* a child has been in the school will have great weight. We shall touch on this subject again under our second head; it is a matter to which, perhaps, Inspectors may be disposed to interfere somewhat too much, and school managers and teachers to concede too little.

2d. It is understood that the Inspectors will keep the requirements under each standard (particularly the first year) as low as they well can, but that in practice there will be no “elasticity,” if we may use the word; that is to say, any child not found equal to the low requirements in any subject, will be at once struck out, and the 2s. 8d. lost. No second trial will be given.

3d. In the dictation lessons it will be observed that the Code directs the sentences to be read over once only, and from this it is understood there will be no departure.

4th. In standard 1, it is said the children are "to add and subtract up to ten, orally, from examples on the black board." This sentence is not well understood, and may cause considerable difficulty. We have heard it will be met by the Inspector's writing, say an addition or other sum on the black board, and calling on each child to cast it up or work it orally. This, however, will take up much time, and we doubt its answering in practice. Probably some explanatory directions will be issued after a moderate number of schools have been examined.

5th. One child copying from another in any case will at once lead to the exclusion of the offender from all three subjects, and occasion a loss of 8s. It is considered a moral offence, and therefore deserving of this severity.

There is no one point which requires more attention from teachers than this; few children understand the serious nature of the offence, and it is far from uncommon even in our best schools.

We now come to our second head. In what manner teachers may best prepare for the examination.

1st. As to Grouping There is a common-sense view of this question as of others. Children cannot be presented twice in the same, or be allowed to drop into a lower group. It follows that a *young* child, however forward, must not be placed in too high a standard. If that be done, as there are only six standards, the last two or three years which such a child remains in the school may be without payment in consequence of there being no standard in which to present him. Children are to be examined for all three subjects in the same group. If a child can do well in reading and writing, but badly in arithmetic, it must, on account of the latter subject, be grouped low, but it should be the teacher's business to find out as early as she can on what subject each child is backward, and to exercise him specially on that one subject, so as to prevent the disgrace of grouping a child, who has been some years in the school, outrageously low, and giving occasion to the Inspector to object. It is not, of course, necessary, even in the largest schools, that children should be presented in all the six standards.

2d. One word on Arithmetic. It is probably on this subject that the greatest number of failures will occur. Teachers should give it great attention; it is one in regard to which much time is often wasted. For example: a teacher gives out a single sum, a quick child does it at once and is afterwards idle, whilst slower children are doing it.

To remedy this, let teachers give out three or four sums, of course keeping specially in view the standard under which the class is to be examined, and allot such a time for their performance as the quickest children only can be expected to require. At the expiration of that time let her examine the result; giving praise to those who have accomplished the whole, and encouraging others to more diligence. A desire to do sums quickly, to get through all that are set, may easily be infused into a class, and will have a very beneficial effect.

3d. In reading, teachers should be careful, whatever reading books they may use in their schools for the first few months, in the latter months of the school-year to

exercise the children in the lowest book which the standard in which they intend them to be examined will allow. This should be done on the same principle as the Inspectors will set easy questions. They should make them familiar with every part of it, as it is possible an Inspector, opening it at haphazard, may select a passage in the middle or near the end. Above all, they should train the children to read distinctly, and loud enough to be heard. The latter is especially a point of great importance, and much will depend upon it.

4th. The dictation lessons during the same months should be carefully given to each child, precisely on the plan prescribed in the standard in which he is to be examined.

In each of the two last quarters, or even earlier, it will be very desirable to have a rehearsal, and to group and examine the children of the school in the precise way it is proposed to do it when the Inspector is present. If one or two school managers, or if that be impossible, some one or more strangers to whom the children are not accustomed, will consent to attend these rehearsals, it will add considerably to their utility. What each child does in each subject at such times should be carefully noted in writing, and the teacher should be herself thoroughly aware of its acquirements. Let us add, it will be well for the teacher not to be too sanguine, nor to attempt placing her children too high, especially in the first year.

5th. With regard to Infant-schools it seems probable that the majority in most Infant-schools will be above six, and therefore have to be examined. Of course, they will be placed in standard 1. For those under six, if they have attended 100 days, and the Inspector reports that suitable provision has been made for their instruction, the New Code gives 6s. 6d. each. The same children will again count in the average attendance, for which 4s. per child is paid; so they may be valued at 10s. 6d. each. Towards the last three or four months of the school-year, the teacher will, of course, give very special attention to the attendance of the infants, so as, if possible, to make the number during the year reach 200.

The children in Infant schools above six will require considerable care to bring them up to standard 1, and we fear it will be often impracticable. All we have said as to quarterly examinations, reading-books, &c., applies to them with full force.

6th. In preparing the list for the Inspector it seems desirable to have an extra column, showing the date of each child's admission, and possibly also another for its age. These would prevent reference to the class-lists, &c., and save time. Great care should also be taken to have good pens, slates, paper, and everything else required, ready and near at hand; and these points, and others which tend to delay, may be expected to weigh greatly with Inspectors who have so much to do in a short time.

We cannot close this article without expressing the deep regret we felt that, in writing it, our previous opinion as to the injurious effects of the New Code on the *work* of our schools, has been more than confirmed. It has been truly painful to us, instead of urging our teachers, as heretofore, to progress, to caution them, as it were, against it; and in matters where everything ought to be elastic and free, to direct their undivided attention to fixed standards, and those admitted to be on the whole low ones. Can such a system stand?

METROPOLITAN TRAINING INSTITUTION.

The Committee of the Metropolitan Training Institution invite the serious attention of school-managers to the following extract from the Annual Report of the Principal :—

“ FINANCIAL INTEREST OF THE COLLEGE IN OUTGOING STUDENTS.

“ There is yet a more important and delicate subject on which recent legislation makes it necessary that the College should address school-managers, and more especially the clergy. By a recent Minute of Council the Government grant on account of the two years’ board, lodging, and tuition of the students, is made to depend to a great extent upon the clergy who engage their services. In order, as the Lords of the Committee of Council expresses it, to regulate the supply and demand, it is determined that no grant be made to a College for a student *who is trained for less than two years*; nor in respect to such student till he has *served two years to the satisfaction of Her Majesty’s Inspector in an elementary school, and so obtained his ‘Parchment’ or Certificate of Competence*. Thus, the period of probation, upon which the whole of the Government Grant to the College is made to depend, is prolonged two years at least beyond his departure from the Training College, during which period he is removed from the supervision of the Principal. The payment to the College—in case of this schoolmaster’s success, or *loss* in case of his failure to obtain his parchment—is £100. It is admitted that the Government Grant is sufficiently liberal per head to allow for a *few* failures without serious embarrassment to the College funds; but in every instance in which the Training College supplies a school with a trained master, the clergyman and school managers should understand the interest the College still has in the master’s remaining in his school, and satisfying Her Majesty’s Inspector. A new and very important connexion is thus established between the Training College and the Elementary School. May we not, under such circumstances, well appeal to our clerical and educational friends, and entreat their co-operation, that our young schoolmaster, transferred to their charge, may have the benefit of all the careful superintendence and judicious counsel a clergyman knows so well how to confer? The progress and stability of the Training College must henceforth greatly depend upon the wisdom and consideration which the clergy exercise toward the masters they receive from us. We shall be (as we have never been before) in the hands of others over whom we can exercise no direct or positive control. Let me conclude by entreating consideration and patience in behalf of the young school teacher. As a schoolmaster, we can undertake to send him out well acquainted with his duties, and well qualified by training to perform them. But there are other qualifications which years and experience can alone impart. To expect, on all occasions, of a youth of twenty that control of self, and ripeness of judgment, and maturity of thought, which a trying emergency may demand, is to expect to reap the ripe corn in spring-time; but we believe there will be found in the young teacher a freshness and zeal, a buoyancy and elasticity, and, above all, a sympathy with children that will, in great

measure, counterbalance the inexperience of youth, and prove that, under wise control, the young schoolmaster is often the best man for the work. We desire to bespeak for him *consideration*! He is very much in the hands of his superiors for success or failure, for good or harm. In the Training College young men turn out much as they are dealt with; so, we believe, will the young teacher in his school. His acquaintance is to be made; his confidence to be won; his affections to be secured. Win his heart and you win the man; and then you may make and do what you like with him."

June, 1863.

WRITTEN EXAMINATIONS.

One of the most useful exercises of the school-room, is to require the pupils to write out in their own language the ideas they have acquired from their studies during the month previous.

By this practice their thoughts assume a definite form, not vague and loose, but certain—accurate. While they are placed upon paper they become firmly fixed in their minds. They do not easily forget them, but they come readily, promptly at their call.

This exercise not only imparts accuracy and promptness, but furnishes a valuable exercise in composition. Pupils take it up naturally—they have something to write about—they are not constrained, indeed they are really writing compositions unawares. They mould their ideas—select words and form sentences with an eagerness quite refreshing.

There is another advantage which should not be overlooked. They acquire a rapid practical hand-writing. Being obliged to write with considerable rapidity, a full and free motion of the hand and arm is obtained, the letters of the same word are all formed without raising the pen from the paper. The writing has a smooth, uniform appearance, and a cramped, copy style is avoided.

Again, it imparts the ability to spell correctly, and seemingly without effort, determining by the very form of the entire word its true orthography; having, in fact, word pictures in the mind, the same as in reading, the mind grasping the entire word without analysing in detail.

Economy of time is another important item. Oral reviews are very good, but written ones have this decided advantage. A class of twenty-five or fifty can be solving the same questions at the same time, thereby accomplishing more than ten times the amount of work for the same period.

"All this," you may say, "sounds very well on paper—very good in theory, but what of the practice."

Let me say, then, my practice is as follows,—In arithmetic from five to ten questions are assigned in solving the principles the class have been over the month previous, but not the same examples as those given in the text-book, lest they rely upon

their memory of certain operations and not upon general principles. These questions they note down as given out, then they solve them upon their slates, and write out the explanations, after which they copy the whole upon paper. By re-writing them in this way they correct many errors which otherwise would escape their notice. Whenever diagrams are requisite for a complete explanation, they are carefully drawn, and the principles involved are definitively applied to the example in hand.

To accomplish this work a half-day may be required for a simple study, if the exercise be new to the class. After the first hour they will doubtless become tired and restless; but short seasons of rest should be given, by interspersing singing and light gymnastic exercises.

A similar course can be pursued in conducting the examinations in other branches; as grammar, history, and geography.

After the work has been done by the scholars, the papers are collected and examined minutely by the more proficient members of the class.

I will mention some of the items of criticism. Errors in principle, errors in practice, neatness, mis-spelled words, erasures, blots, false syntax, punctuation, and others, as the teacher may deem advantageous.

The pupils are required to perform their work without any assistance, either from each other or from their text-books, otherwise no credits are assigned; and the papers on each study may be collected at the expiration of the time allowed for such study, or a part of the questions may be given out at a time, and the pupils required to complete them in thirty or forty-five minutes.

Teachers who may adopt this plan will very likely be quite if not wholly discouraged the first time, and think it costs in time, patience, and labour more than the benefits that may accrue. But this should not deter one from giving it a faithful and persevering trial, since nothing of real and permanent value can be obtained without work.—*Massachusetts Teacher*.

THE PRIVY COUNCIL ON EDUCATION.

The report of the Committee of Privy Council on Education for 1862 was issued last month. It states that during the year 1862, as compared with 1861, the number of schools, or of departments of schools under separate teachers, which were actually inspected, was increased by 18, and the number of children by 28,736. A comparison of these two numbers proves that the schools have been better attended than heretofore.^o The number of pupil teachers was diminished by 525; the number of certificated teachers increased by 417; of students in training to become schoolmasters and schoolmistresses, by 178; capitation grants were paid on 26,108 more children. This last number, agreeing closely with the increase in the number of children inspected, confirms the proof of better attendance. The number of new school houses built was 159, comprising (besides class rooms) 268 principal school

rooms and 129 dwellings for teachers; 92 other schools were enlarged, improved, or furnished afresh; accommodation was created for 88,615 children, exclusive of the schools improved or newly furnished, but not enlarged. During 1862, as during 1861, 63 inspectors, including 24 assistant inspectors, were employed in visiting schools and in holding examinations. They visited 10,918 daily schools or departments of such schools under separate teachers. They found present in them 1,057,426 children, 8,452 certificated teachers, and 14,881 apprentices. Of the school or departments, 2,179 were for boys only, 2,117 for girls only, in 4,764 boys and girls were instructed together, 1,597 were confined to infants (children under seven years of age), and 261 to night scholars. Of the children, 583,815 were males, and 473,611 were females. The female scholars were 44·78 per cent. of the whole number. This percentage remains nearly constant; it was identically the same in 1860, in 1859 it was 43·49, in 1861 it was 45. The percentage of females upon the whole population over three and under 15 years of age in 1851 was 49·7. The difference in the percentage of female scholars is explained by the demands of a poor man's home upon the service of his daughters, particularly as the nurses of younger children, from a very early age. The inspectors also visited 40 separate training colleges, occupied by 2,972 students in preparation for the office of schoolmaster or schoolmistress. In December last these students and 2,705 other candidates were simultaneously examined for the end of the first or second years of their training, or for admission, or for certificates as acting teachers. The inspectors also visited 408 schools for pauper children, containing 33,835 inmates, and 37 ragged or industrial schools, containing 2,818 inmates. In comparing the expenditure of 1862 with that of 1861, there is a decrease of £38,698 13s. 9d. Decrease occurs under the heads of—building, £40,463 8s. 7d.; books and apparatus, £6,305 13s. 8d.; pupil teachers, £4,756 0s. 10d.; industrial schools, £5,320 15s. 7d.; other heads, £695 18s. 3d.—total, £57,541 16s. 11d. On the other hand, there is an increase to be set off under the following heads—certificated teacher, £9,548 18s. 6d.; assistant teachers, £740 0s. 7d.; capitation, £5,287 8s. 8d.; training colleges, £2,834 18s. 7d.; other heads, £431 16s. 10d.—total, £18,843 3s. 2d.

Notices of Books.

Hints for Infant Schools. Edited by J. S. Reynolds. Groombridge and Sons.—The object of this work, not altogether a new one, is two-fold:—"1. To enable teachers to recall the instructions they receive during their training, and to ascertain where they fail to carry them into full effect. 2. To show committees, patrons, and school managers what they may reasonably expect from well-trained teachers, anxious to do their duty." It is not possible for us to name all the topics introduced into this book of "Hints," but we may assure our readers that they are all thoroughly practical, both in their character and in their handling. Perhaps no one, besides

Mr. Reynolds, could have done so much in a limited space, or have done it so well. Indeed, the long experience, and warm attachment of that gentleman to Infant Schools, are a better guarantee for the value of the "Hints" than anything we can say.

Chambers's Narrative Series of Standard Reading Books, specially adapted to the Requirements of the Revised Code of the Privy Council Committee on Education.—Infant School Primer. Standard Reading Books, I.—VI. W. and R. Chambers.—The "Infant School Primer" contains about the same kind of easy reading lessons, with a few words for spelling at the head of each lesson, as is usually found in a set of tablet lessons for infant schools.—The "Standard Reading Books," consisting of a series of six, are noticeable for their careful construction. In all of them, the lessons are preceded by difficult words for a spelling exercise, and concluded by a short exercise for dictation; and in the earlier books of the series, there are short sentences in script character, intended to serve as writing models. The matter of the lessons is unusually well selected, full of interest, and yet without any silly trifling. Enough arithmetic is found in each grade, to keep before the pupil the standard required in that subject. These books are further characterised by clear type, good paper and binding, and by many illustrations, of a kind superior to those usually found in books of this class.

Two points suggest themselves to our minds, in connexion with the new sets of Reading Books now appearing as candidates for public favor. The first is, the almost total change which has taken place in the kind of matter selected for the upper-grade books. Beforetime, it was of a scientific character, now it is light narrative or stories. Is not the change too great? Without again cramming our school reading books with skeleton outlines of science, is there not to be found a large field of facts connected with the sciences, as full of interest as fairy tales? It seems to us, that whilst stories do very well for the younger children, the elder ones will sicken on them, and therefore ought to have something more fitting their age and the development of their mental strength. Again, we do not see how children will be prepared, by books so constructed, to read an extract from a newspaper, where name of places and things will perpetually occur, of which they will not have the least notion. Certainly, the books for the two upper grades, ought to be so constructed as to be a proper and sufficient introduction to the newspaper or other literature likely to fall into the hands of the working class. The second point regards the cost of elementary reading books. So long as the liberality of the Council Office supplied books to poor schools at about one-third of their selling price, there was a fair chance of this part of school apparatus being well kept up. But how it is to be done now is more than we can tell, unless they can be sent into the market at a charge as low as that made for the Irish School Series. The paper may be coarse and the binding of canvass, but cheap in price they must be, or elementary schools will have to find some substitute.

Examination Questions in Book-keeping by Double Entry. By the Rev. J. Hunter, M.A. Longman and Co.—The purpose of this work is thus stated:—"The papers in the 3rd and 6th Reports of the Civil Service Commission, and some of those recently published by the Society of Arts, present in a small compass a great

variety of circumstances, which, though manifestly such as may occur in actual business, are likely to find many a one who has gone through a course of instruction in book-keeping at a loss for the technical form and language in which they ought to be recorded. And it is to help such students that, in the present publication, we have selected, or adapted, some of the more useful of those papers, besides introducing several original questions and examples, and have supplied answers to the whole, as a source of consultation in case of doubt, and of correction in case of error." It is scarcely necessary for us to say, that Mr. Hunter has done his task well, and students in book-keeping will have to thank him for much information, which we think they will not readily find elsewhere.

The Standard Arithmetic: Part II. By E. L. Jones. Simpkin and Marshall.—This part contains, we know not how many hundred examples of questions on weights and measures. The examples are of the right sort, and the cost of the book only one penny, which we take to be a marvel of cheapness.

The Nullity of Metaphysics. Longmans and Co.—This brochure will be read with avidity, not so much for its intrinsic merit, but because of the interest now taken in mental science. Few, fitted to form a judgment, will endorse the self-laudatory verdict of the writer that he has satisfactorily disposed of the important questions on which he touches. The writer is fairly read up in mental science, but he cannot be said to have contributed anything new thereto. In fact, from his confused use of the term metaphysics, it is not always apparent whether the object of his attack is the more general but less accurate signification of the term, denoted by intellectual philosophy, or whether it is those matters which lie outside the proper field of human inquiry—points which meet one at certain stages of nearly every subject, and which consequently do not belong to the science of mind, more than to any other, though unfortunately they have been mixed up by most writers with that subject. Had it been the writer's purpose to show the nullity of these inquiries, he would have carried with him the majority of English thinkers; but if to prove that inquiries into mind and its laws are valueless, nothing that he has here written will carry with it the judgment of anyone competent to form an opinion on the subject.

Educational Intelligence.

TORBAY AND SOUTH DEVON SCHOOLMASTERS' ASSOCIATION.

The members and friends of this Association held their second annual meeting on Saturday last, in Totnes Castle. A paper on "How to prepare our schools for examination under the New Code," was read by Mr. Merick; which elicited a good deal of discussion, and many plans were suggested to meet the difficulties which the New Code throws in the way of our schools.

The following were elected officers for 1863-4:—President, Mr. Viccars, Torquay; Vice-President, Mr. Merick, Kingskerswell, Treasurer, Mr. Hoskin, Teignmouth; Hon. Sec., Mr. Reakes, Torquay.

The party, about 30 in number, then started for a pic-nic excursion down the river Dart.

The next meeting will be held at Stoke Fleming.

NATIONAL SOCIETY.

The Annual Meeting of this Society was held on Wednesday, the 3rd instant, at Willis's Rooms. His Grace the Primate was in the chair, supported by the Bishops of London, Oxford, Bath and Wells, Lichfield, St. David's, and Llandaff; Lords Feversham, Romney, and Lyttelton; the Hon. F. Lygon, M.P., Mr. G. Hardy, M.P., and Mr. G. Puller, M.P. From the report, it appeared that the income of the Society from all sources had amounted to £11,100, which falls short of the receipts of the last year. The committee had, during the past year, voted £4,195 in aid of building, enlarging, and fitting up schools and teachers' residences. 189 additional schools have been taken into union.

The Rev. M. W. Mayow moved the following resolution, which was seconded by the Rev. Canon Trevor, and carried by a large majority:—

"That a school, the founder or founders of which make provisions in the trust deed that the school shall be for ever for children, all of whom are to be taught and instructed in the Catechism of the Established Church, shall not on that account be excluded from union with the National Society for Promoting the Education of the Poor in the Principles of the Established Church."

The Rev. Harry Baber, Chaplain and Secretary of Whitelands Training College, has addressed the following letter to the Editor of the "Monthly Paper," upon the subject of admission to Training Colleges, and Queen's Scholarships:—

"The Minute of 21st March states that 'no further Queen's Scholarships will be granted by the Committee of Council.' From this it is inferred that pupil-teachers and others, if trained at all, will have to pay the whole, or a very large part, of the expense of their training. I receive letters to that effect daily. But this is quite a mistake. The Committee of Council will continue to make large grants to the training schools, which may amount to as much as 75 per cent. of the cost of training. The training college must raise the remaining 25 per cent. of this cost. The National Society, the Diocesan Boards of Education, small endowment funds, and subscriptions, assist in making up this 25 per cent. A small fee may be required from each student. But if the students do credit to themselves and to their college, this fee need never be a burdensome one. The only payment that will be required at Whitelands from those who pass the annual Christmas examination, which will still be held by the Committee of Council, will be an admission fee of £5 or £3.

"In consequence of the Minute of the Committee of Council of 21st March, 1863, the following arrangement has been made at Whitelands:—

"1. Every new pupil who gains admission by passing the Christmas examination conducted by H.M. Inspector will thereby acquire the rank of a Queen's Scholar, will be required to pay an admission fee of £3 if placed in Class I., of £5 if placed in Class II. After the payment of this admission fee she will be provided with

tuition, lodging, board, washing, and medical attendance without further charge. She will be required to provide herself with stationery.

“ 2. All pupils are required to reside for the full period of two years.

“ 3. A limited number of new pupils may enter without passing the Government examination for admission. They will have to pay £20 per annum, in half yearly payments made in advance. The payment for the second year will be remitted if the pupil obtains a place in the Government Class-list at the end of her first year of residence.

“In conclusion, I wish to express my conviction that the calling of the school-mistress still affords honourable employment for any young women who are willing to enter it; and that those who obtain their certificates by passing through a proper course of training will be found worthy of, and will not fail to attain, the more lucrative appointments.”

YORK AND RIPON DIOCESAN TRAINING COLLEGE.

At the last Quarterly Meeting of the Board of Management, present, the Ven. Archdeacon Creyke in the chair, the reports from the two house committees of York and Ripon were confirmed; and the effect of the New Code for Normal Schools now submitted to Parliament was deliberately considered. It was resolved that after Christmas next the number of students admitted into the male college should be restricted; and that each accepted candidate should pay £10 during his first year of residence, and receive the second year's training gratuitously. The sum of £8 was fixed as the cost to each female pupil for the first year at Ripon. Through the diminished number of students and the limited extent of the syllabus of instruction for the future, it was resolved that one assistant master should be substituted for the two government lecturers; and that the principal be authorised to carry out the resolution in accordance with instructions received by him from the board. It was hoped, by limiting the number of future students, and by making a charge for their education, by reducing the staff, and by appealing to the diocese for additional resources should the occasion require them, the loss arising from the decrease in the Government allowances will be adequately supplied.

Correspondence.

TEACHERS AND THE REVISED CODE.

[COPY.]

Council on Education, Kensington Museum,

8th June, 1863.

SIR,—In reply to your letter of the 4th instant, I am directed to state that a Teacher is not required to have passed in one or more of the subjects towards

obtaining the Certificate of Competency, to enable Managers to receive one shilling for each child who shall "pass," but that he must assist the Art Master or Art Pupil Teacher while giving instruction in drawing to the children.

I am, Sir, your obedient servant,

NORMAN MACLEOD,

Assistant Secretary.

Mr. W. Gane,

School of Art, Boston.

WORDSWORTH'S "EXCURSION."

SIR,—May I ask the favour of some of your correspondent's attention to the following exercises?

I am, Sir, yours truly,

ARGO.

"*Ere this an hour*

Was *wasted*. *Back* I turned my restless steps;
 A stranger passed; and *guessing* whom I sought,
 He said that she was *used* to ramble far.
 The sun was sinking in the west; and now
 I sate with sad impatience. *From within*
 Her solitary infant cried *aloud*;
 Then, like a *blast* that dies away *self-stilled*,
 The voice was silent. From the bench I rose;
 But *neither* could divert nor soothe my thoughts.
 The spot, though fair, was very desolate,
 The longer I remained, *more* desolate,
 And, *looking round* me, now I first observed
 The corner-stones, on either side the *porch*,
 With dull red stains *discoloured*, and *stuck o'er*
 With tufts and hairs of wool, *as if* the sheep
 That fed upon the common thither came
 Familiarly, and *found* a couching place
Even at her threshold."

Analyse these few lines, and parse the words in italics.

Prove, $\cos x + \sin 2x - \cos 3x = 0$. Find the value of x .

A weight of 8lbs., descending freely, draws one of 6lbs. up by means of a string passing over a fixed pulley: find the accelerating force. At the end of 6 seconds, 3lbs. are taken away from the first weight: how long will it be before the motion is reversed?

Find what should be paid to secure an annuity of £20, to commence 12 years hence, and to last 20 years, interest at 4 per cent. per annum? (Compound interest, and to be solved by logarithms.)

[Two are omitted, because they may be seen worked in any treatise on Trigonometry.—ED.]

Forfarshire, June 8th, 1863.

Sir,—Most grammars say that the possessive case with *of* is used only when the possessor has more than one of the things specified as possessed. Now it seems to me that in the following examples of this construction :—(1) That garden of Smith's is well kept, (2) That wife of Smith's is a termagant, the rule does not hold; as in (1) Smith may have only *one*, and in (2) can have only *one* of the things specified.

Must we search for some other general rule to cover such examples? or is the derivation from rule more apparent than real? I should be glad to have the opinion of some of your correspondents on the point.

Yours, &c.

ANGUS.

[Smith may, indeed, have but one garden and one wife (and it appears one too much), but he may have other possessions. So read (1) "That garden of Smith's (possession):" "That *item* of Smith's (domestic inventory)," viz., "a wife."—ED.]

June 24th, 1863.

SIR,—Would any of your readers oblige me with a solution of the following, and name any work on Mechanics which gives the demonstration? also any work which treats on Acoustics *fully*?

1. Three forces, represented by the straight lines OA, OB, OC, acting on a point O, are in equilibrium. If A and B be fixed, while C moves along any straight line, find the locus of O.

2. A uniform thin rod whose weight in air is W, floats in water in a position inclined to the vertical, and having a heavy particle attached to the lower end, whose weight is W; prove that if the density of the water be four times that of the rod, the rod will float with half its length immersed.

I remain, Sir, yours, &c.,

Q.

General Examination of Training Schools.

CHRISTMAS, 1862.

MALES: SECOND YEAR

GEOGRAPHY.

Three hours allowed for this Paper.

You are not permitted to answer more than *one* question in each Section.

SECTION I.

Draw a Map of—

1. Great Britain and Ireland.
2. Cape Colony.
3. Canada.

SECTION II.

The natural productions and commerce of—

1. Australia.
2. The West Indian Islands.

Or, 3. India.

SECTION III.

Give an account of the trade between Great Britain and the Colonies—

1. In sugar.
2. In cotton.

Or, 3. In the metals.

SECTION IV.

1. The history of the colonization of South Africa.
2. The British possessions in South America—their history, productions and commercial value.
3. The trade with the west coast of Africa.

SECTION V.

Write notes for a lesson to a Class—

1. On the diurnal motion of the earth.
2. On the causes of difference between the temperature of Summer and Winter.
3. On latitude and longitude.

SECTION VI.

1. The materials used in constructing a house, whence they are derived, and some idea of their cost.
2. The different uses to which we apply the skins and hair of animals.
3. The several kinds of grain used for food in different countries for man or domestic animals.

HISTORY.

Three hours allowed for this paper.

Candidates are not permitted to answer questions in more than one Section.

SECTION I.

SAXON PERIOD.

1. What monuments remain of the Roman occupation of Britain?
2. A short account of the kingdom of Wessex from Cerdic to Egbert.
3. The condition of the Britons when the Saxons had conquered the greater part of the country.
4. State (a) the different races by which Scotland was inhabited in the 8th century; (b) what districts they inhabited; and (c) when and under what circumstances they were united.

5. Some account of Archbishop Theodore, and his controversy with Wilfred.
6. The invasions of England by the Danes under Lodbrog and his sons.
7. The history of Athelstan till the battle of Brananburgh.
8. Some account of Dunstan. Explain the difference between "regular" and "secular" clergy.
9. What Anglo-Saxon institutions can you trace in the social or legal customs now established in Britain?

SECTION II.

FEUDAL PERIOD.

1. What causes, besides the valour of the Normans and the personal ability of William I., may be assigned for the subjugation of the country after the battle of Hastings?
2. The life and fate of Duke Robert of Normandy.
3. The extent of Henry II's dominions, and the measures he adopted for the restoration of order in England on his accession?
4. The character of St Thomas a Becket.
5. The state of England during Richard's absence in the Holy Land.
6. The circumstances which led to the ascendancy of Simon de Montfort in Henry's III's reign, and the consequences of the usurpation.
7. An account of the conquest of Wales by Edward I.
8. The character and exploits of Sir William Wallace.
9. The progress of the country in the reign of Edward III. with respect to the fine arts; the administration of justice; and of the church.

SECTION III.

1. The title of Henry VII. to the throne of England; its defects, and how they were remedied.
2. The insurrection of Perkin Warbeck.
3. What was Poyning's Statute?
4. The rise and character of Cardinal Wolsey.
5. The invasion of Scotland under the Earl of Hertford in 1544.
6. The progress of the Reformation in Scotland.
7. The state of Ireland in the reign of Queen Elizabeth.
8. The dissension between James I. and successive Parliaments. By what methods did the king raise money when the Parliament was not sitting?
9. The growth of literature in the time of Queen Elizabeth and James I.
10. The part taken by the Scots in the civil wars from 1639 to 1649.

SECTION IV.

1. Cromwell's campaigns in Ireland in 1649 and 1650.
2. What was the "Institute of Government?" By whose authority was it passed? and what were its provisions?
3. An account of the successive parliaments summoned under the Protector, their temper and their acts.

4. What were the particulars of the Declaration of Breda?
5. What was the object of the triple alliance (1669)?
6. The principal acts passed in the reign of Charles II. to protect the church. The objects and the fate of the Exclusion Bill.
7. The real and supposed plots in the reign of Charles II.
8. The arguments for and against a standing army, and their result in the reign of William III.
9. The case of Dr. Sacheverel.

SECTION V.

1. The history of the South Sea scheme.
2. The growth of the National Debt.
3. The character of Bolingbroke, or Sir R. Walpole.
4. The progress of colonial settlements in the reign of George II.
5. Illustrate the progress of the liberty of the subject by the case of Wilkes.
6. The rise and power of Hyder Ali.
7. The legislation of the English parliament on the slave trade and on slavery.
8. The Walcheren Expedition.
9. The military operations in the Spanish Peninsula in 1813.

L A T I N .

Examination in this subject being voluntary, no marks will be given for Papers which fall below the standard of FAIR.

Three hours allowed for this Paper.

You are not permitted to answer more than *one* question in each Section.

No marks will be given for translation in cases where a fair proportion of the grammatical questions is not thoroughly answered.

SECTION I.

Translate into English—

“Divitiacus multis cum lacrymis Cæsarem complexus obsecrare cœpit; ne quid gravius in fratrem statueret: scire se illa esse vera; nec quemquam ex eo plus quam se doloris capere; propterea quod, quum ipse gratia plurimum domi atque in reliqua Gallia, ille minimum propter adolescentiam posset, per se crevisset. Quibus opibus ac nervis non solum ad minueſdam gratiam, sed pene ad perniciem suam uteretur; sese tamen et amore fraterno et existimatione vulgi commoveri. Quod si quid ei a Cæsare gravius accidisset, cum ipse eum locum amicitiae apud eum teneret, neminem existimaturum non sua voluntate factum; qua ex re futurum, uti totius Gallicae animi a se averterentur. Cæsar consolatus rogat finem orandi faciat: tanti ejus apud se gratiam esse ostendit, uti et Reipublicae injuriam, et suum dolorem ejus voluntati ac precibus condonet.”

SECTION II.

1. Parse the words (accidence and syntax):

Complexus, cœpit, quid, quemquam, eo, doloris, gratia, domi, crevisset, uteretur, teneret, futurum, consolatus, faciat, tanti, ostendit.

SECTION III.

Translate into English—

Lucus in urbe fuit media, lætissimus umbræ,
 Quo primum, jactati undis et turbine Pœni
 Effodere loco signum, quod regia Juno
 Monstrarat, caput acris equi; sic nam fore bello
 Egregiam, et facilem victu per sæcula gentem.
 Hic templum Junoni ingens Sidonia Dido
 Condebat, donis opulentum et numine divæ:
 Ærea cui gradibus surgebant limina, nexæque
 Ære trabes: foribus cardo stridebat aenis.
 Hoc primum in luco nova res oblata timorem
 Leniit; hic primum Æneas sperare salutem
 Ausus, et afflictis melius confidere rebus.
 Namque, sub ingenti lustrat dum singula templo,
 Reginam opperiens, dum, quæ fortuna sit urbi,
 Artificumque manus, inter se, operamque laborem,
 Miratur, videt Iliacas ex ordine pgnas,
 Bellaque jam fama totum vulgata per orbem,
 Atidas, Priamumque, et sævum ambobus Achillem.

SECTION IV.

1. Give the rules for the government of *umbræ*, *loco*, *bello*, *victu*, *gentem*, *ære*, *ausus*, *templo*, *fama*, *ambobus*.

Mark all the quantities in the lines 5, 8, 10, 14, 17, and scan these lines.

2. Give the first person singular present, the first person singular perfect, of the indicative mood, and the infinitives of the following verbs (the supines also, where they have any)—

juctati	stridebat
effodere	oblata
monstrarat	leniit
fore	ausus
condebat	opperiens
surgebant	miratur.

SECTION V.

Translate into Latin—

Cæsar thought that he ought carefully to prevent this from happening, for there
 existimo magnopere præcavere accido
 was in that town a great quantity of all the materials used in war. And it was so
 oppidum facultas
 protected by situation that it afforded great facility for carrying on the war. Hither
 munio natura loci dare facultas ducere
 Cæsar betook himself by long day and night marches.
 contendere iter

SECTION VI.

1. Write out the rules called the three Concords, and illustrate them, by examples. How far are they applicable as rules in English grammar?

2. Give rules, with examples, for adjectives which take a genitive after them. Distinguish between *hic*, *ille*, *iste*—illustrate the use of the reflective pronoun *se*, from the passage given in Section I.

3. What are the rules of which these are Examples: *Humanum est irasci*; *parvis componere magna*; *Dii tibi benefaciant*; *vescor carnebus*; *eripe te moræ*; *ego rus ibo*; *miseret me tui*.

PAPERS FOR THE SCHOOLMASTER.

No. 150.

AUGUST 1, 1863.

Popular Education.

THE Speech of Earl Russell at the Annual Meeting of the Friends of the British and Foreign School Society, is the speech of a man who has a real faith in popular education. He avoids all over-statements, which by producing re-action do more damage than benefit to any cause. And so Lord Russell does not attribute the diminution of crime to the spread of education; for, as a politician, he knows that the general prosperity of a country, and the cheapness of food, must greatly contribute to the diminution of taxes which are imposed for the repression of crime, or as Lord Lyveden less elegantly puts it, such a result may be owing as much to "full stomachs as to full brains." Ignorance may be the *companion* of crime, but it does not follow that therefore it is its *cause*. An instructed child implies a painstaking parent, and an ignorant child stands for a careless one, and the child of a careless parent will be not only ignorant but prone to crime. Mere knowledge will not of itself have any direct tendency to preserve from crime, except so far as it proves parental anxiety, and places within the reach the means of honest livelihood. But *religious* education has a direct as well as indirect tendency to preserve from crime. By religious education, we mean religious training, the regulation of conduct upon religious principles, the early-formed habit of referring all actions to the Word and Will of God, and of feeling that an Over-seeing Eye is over us. And yet with all that is here said, there is no doubt that knowledge has the tendency to restrain from crime, so far as it produces clearer views of self-interest. An ignorant man may break the law and think that he is justified in resisting the selfishness of the

dominant classes. Earl Russell has therefore well contrasted the behaviour of the working classes in 1817 with that of the present period. It was ignorance of the first principles of political economy and of the fundamental laws which govern society, that led to agrarian riots and to the destruction of machinery. Increased knowledge, and the spread of popular education, have saved the machinery of our cotton mills at the present crisis. So far knowledge preserves a people from that sin which consists in outward "transgression of the law," but we must look to the hearths of those working men in the North, where religious faith has been the basis of popular education for the results not only of endurance of evils which they feel cannot be avoided, but of beautiful resignation and Christian patience under unparalleled privations.

The discussions upon the Revised Code awoke many of the old prejudices against popular education, which were thought to be silenced for ever in this land. We fear those jealousies are still very strong in what may be called the country party. That section seems still to hold the views common in many parts of the continent, that an ignorant people can be more easily governed than an intelligent one. But England's future greatly depends, in her material and therefore also moral aspects, upon the intelligence and skilled labor of her working population. But independently of this consideration connected with the development of national resources and our own rivalry with other countries in the material progress of our land, there is the previous question of human right. The poorer classes do not exist for the benefit of the more favored, and if they are shut out from the advantages of wealth, that is no reason why they should be debarred the benefits which accompany mental culture. Nor need the man of higher rank feel the slightest jealousy in this respect of his "humble" neighbour. The man of rank and of leisure must always command advantages infinitely greater, which will enable him to hold his own. Does Eton need to envy the parochial school of Windsor? Can the child of a poor man, compelled to live by labor, and leave his school at 12 years, compete with the son of the squire, who at 18 passes from Eton or Harrow to Oxford or Cambridge? If so, the

cases must be rare, and the mental wealth of such children such that the country can little spare it. No talent was intended to be hid in a napkin, and it is a simple contravention of the designs of Providence to do so, though it be the poor man's talent. It is the ignorance of this truth or the feeble recognition of it, that points to the fact that our higher social class itself needs increased intelligence. And it is important, for the sake of popular education, that this ignorance be removed, if the work is to depend upon the voluntary aid of the more opulent. The present system, introduced by the Minutes of 1846, wisely recognises the duty on the part of the higher social class, to contribute to the education of the poor. The principle has tended to weld together the rich and poor, and the re-payment is received not only in the improved condition of the whole country, but in the social bond which is thus formed between rich and poor. There were some excellent remarks introduced by one of the speakers at the meeting to which we alluded at the beginning of our observations. Under the existing system the child of the poor man is made a debtor to the family, the neighbour, and the State, and the tendency is to put him in sympathy with all three. There is no doubt that it is the poor man's duty to make a sacrifice for the education of his children; but if the duty is neglected, the wealthy neighbour and the State both suffer, and all past experience goes to show that it will be neglected. If the State undertake it, the tie between the social orders becomes weak. The cheerful aid of the more wealthy is the most wholesome form of aid, and the province of the State is to excite that aid where it is possible, and to supplement it where it is not. We fully agree with the concluding remarks of one speaker, when he said, "I have no objection that these questions should be re-opened; but I trust that the English people, having been led so far in a right way, will not, *in any time of apathy*, permit any person, *whoever he may be*, to run away with any one of these great principles, either the combination of private and public action, or the steady aim of giving to the children of the whole people the very best education which we can give to them."

— Papers for the Schoolmaster

BRITISH AND FOREIGN SCHOOL SOCIETY.

The 25th Annual Meeting of the above Society was held on May 7th, Earl Russell, in the chair. The Chairman said :—

“And now, Ladies and Gentlemen, without waiting for another resolution to be passed, to which I hope you will kindly consent when it is moved, but which regards only myself, I must, before that resolution is moved, obtain your leave to absent myself, on account of various pressing engagements ; because I have a shop at Whitehall to be attended to, and there is also another Society that meets in Palace Yard, whose meeting I am expected to attend this afternoon ; and, therefore, I am compelled to take leave of you, and to thank you for the support you have given me in the chair. I should be more loth to depart, if, in fact, there were any doubt among us, or any fear among us, as to the principles that we have long adopted. Who is there now that questions that the education of the whole country is a benefit to the whole country ? Who is there now that questions, that in adopting a scriptural and religious education, and not merely a secular education, we have founded education upon the right basis ; and that having all the means, having the greatest facility in this country, from the general religious belief of the people, in mingling religion with secular education, we have been right to adopt the religious basis which this Society has adopted ? And who is there, after all, that doubts that the education which we and other Societies have diffused throughout the country has been a great national benefit, and that its extension and its comprehending the whole country would be the greatest advantage to the present and future times ? Why, if you look to the beginning of the century, when there were years of scarcity nearly amounting to famine, you will find that the ignorance of that time was not ignorance merely of the poorer classes, but there was ignorance in the Government, ignorance on the judicial bench, which tended to aggravate the evils of that scarcity from which the people were suffering. If you look, again, at the years 1817 and 1819, you will find the working classes breaking out into acts of violence, which were to be ascribed not to their being worse men than there exist at present, but to the ignorance in which they lived, as to the laws which govern society, and by which their wants were then inadequately supplied. Contrast with these periods of 1801, and 1817, and 1819, that which you have seen at the present time—the severe sufferings which all engaged in the cotton manufactures have undergone, the patience with which they have borne those privations, the good sense which they have shown in every effort that they have made, the calculation and the prudence with which they have shown themselves to be endowed ; and you will see the good effects, not of a change in the character of the people of this country, but the good effects of their being more enlightened—of the spread and the value of education among them.

“With these matters, therefore, upon which no man present can have any doubt, I thank you for the kind reception that you have given me. It will be my object, as I have hitherto done, so for the remainder of my life, to give my best support to this Society, which I believe is one of the means of promoting the knowledge of God, and the good conduct of men towards one another.”

LECTURE ROOM NOTES.

GOSPEL BY ST. LUKE.—No. V.

Chap. viii.—A continuation of our Lord's work in Galilee. (4—15) *The parable of the sower*. (5) *Way-side*—path through or by the side of the ploughed field. (6) *A rock*, which explains the term 'stony places' mentioned by St. Matthew; *i.e.*, rock underlying the thin surface of earth. (8) *He that hath ears, &c.*, used by our Lord to call marked attention. (10) *They might not see*—the verse explains the purpose of teaching by parables, and its meaning is further made clear by what precedes it in St. Matthew, 'Whosoever hath,' &c. A parable, like the pillar in the wilderness, has a dark side and a bright side—dark to them who see not, bright to them who see. He who hath not, *i.e.*, who neglects what has been given him, is the same who, seeing, seeth not. Such a man, gross and sensual, misses the meaning of a parable, whose deep and inner truths are revealed to the spiritual-minded. (11) *Word of God*—whether oral, written, or in the shape of providences; (15) *Honest and good heart*—made so by grace, for the preparation of the heart is from the Lord, and "the natural man receiveth not the things of the spirit." Observe (a) the *comprehensiveness* of the parable; every hearer is classified in one of the four divisions; (b) *The climax*; the *first* class are represented by the seed which *never* takes root, utterly void of understanding. The *second* do understand and experience the force of the truth; but as the heat thrown back by the *rock* under the shallow earth first forces the plant and then scorches it, so these hear the word gladly, but lose impressions as rapidly as they gain them; the *third* come nearer to perfection, but, as the seed sown in soil uncleansed from weeds, is deprived of the necessary nourishment and air and light, and fails in fruit-bearing, so these are choked by the *deceitfulness* of riches and cares. Such are unfruitful professors. The *first* are hardened sinners; the *second* fall under temptation; the *third* are impure professors; the *fourth* are holy liver. (c) *The degrees of fruitfulness* in the faithful. (16—18) These three sayings are found in other connexions and were used by our Lord on different occasions. He had just been speaking of those who bring forth fruit in *patience*. He calls upon His disciples (a) to let their lights be seen placed upon a candlestick. (d) They were to avoid hypocrisy, remembering that what is hidden will one day be made manifest. (e) They were to bear in mind the ominous prophecy in v. 10, which in Matthew follows this statement. (18) 'Whosoever hath, it shall be given to him,' *i.e.*, whoever improves the gifts of grace by *fruitfulness* and *shining* shall at last be made perfect. (19—21) *My mother and my brethren*. Christ, by taking human nature, allies to Himself those 'who hear and do the Word of God' as brethren more closely than by natural relationship. (22—25) *The storm on the lake*. (24) *Awoke Him*. The only place where Jesus is spoken of as asleep, and that amidst a storm. How perfect must have been His fearlessness and human conscience! Observe the following pictures and lessons: (a) The peaceful lake; (b) The storm; (c) The sleep of Jesus in a scene so unlikely; (d) the prayer of the disciples, 'we perish;' (e) The *humanity* and *divine* majesty of the Saviour. He stands, and while He com-

passionates the fears of the fishermen, He rebukes and asserts authority over the waves and winds. (26—39) *The destruction of the swine*. This with the destruction of the fig-tree form the only exceptions to the *merciful* character of our Lord's miracles, and have been termed, consequently, *judicial*. Our Lord's miracles, and those of Moses, which were judicial and severe, portrayed the character of the two dispensations. Thus, Moses turned water into *blood*; our Lord, into *wine*. (26) *Gadarenes*, called by St. Matthew *Gergesenes*; as there was once a *Gergesha* by the side of the lake, the district may have retained the traditional name. If there were two existing towns, the same district might take the name of both, as the Vale of Gloucester is also called the Vale of Evesham. (33) Infidels have objected to the destruction of the swine as the property of the inhabitants, but the same objection might be urged against the *right* of God to send blight, or lightning, or frost. He alone possesses original proprietorship. (40—56) *Jairus's daughter and the woman with the issue of blood*. (44) *The hem of His garment*; for, as St. Mark reveals her thoughts, she imagined something magical about our Lord's person. Observe the lessons—(a) Her desire was one of *faith*; and, though mixed with *error*, was granted. The strength of faith overbore the infirmities of error. (b) Open confession is required as well as inward faith. (55) The verse shews the reality of the child's death and recovery.

NOTES ON WORDSWORTH'S "EXCURSION." BOOK I., LL. 301—400.

No. IV.

301. Literally *burning*. Lat. *ardeo, I burn*. Cf. 300, '*fever*.'

304. Irregular construction. The meaning is not, *Gaining every feeling strengthened*. We must therefore either treat *and every . . . braced*, as parenthetic; an absolute clause, in which case 'and' is redundant, or the clause should be rendered 'While every feeling was strengthened.' *Wanting, gaining*, enlarge *He*, the subject of *was reared*, and we therefore expect another co-ordinate participle after *and*, but instead find a new subject (*feeling*) brought in. The sense is, 'he gained more, and every moral feeling was strengthened, by breathing, &c.'

301—307. Analysis:—(1) 'In dreams . . . yet gaining more, } by breathing . . life.
(2) [and] every moral feeling (being) strengthened

(1) Prin. sent. (2) Prin. sent. absolute, co-ord. with (1), [and] being redundant and (being) understood.

305. *breathing*, the gerund : i.e. a part of the verb equivalent in force to a noun.

As a noun it is governed by the prep. '*by*,' but not ceasing to be a verb it governs *air* in the objective.

309. *to select*—the false infinitive, expresses purpose or end.

311. *To yield*—the true infinitive, equivalent to a noun, the obj. to verb '*promises*.'

315. *which* is understood after *task*, and is required to introduce adjective-sentence.

to perform—infinitive after predicate '*was unable*.'

316. *Spirit*—the spirit of restlessness.

319. *attached*—always found there.

320. *like*—an adjective, governing *clouds* in objective without preposition. Our objective inflected cases (e.g. of the pronoun) have usurped the Dative cases in the Anglo-Saxon. *Him, them, in*—did not require the preposition *to* in order to place them in the relation of indirect object to another word. This historically accounts for the phrases—*I gave him* ; *Like her*, showing also that it is unnecessary to suppose *to* omitted. *own*—adj. attributive to clouds, originally the participle of verb ‘owe.’ *their*—possessive case of personal pronoun. Treat ‘their own’ as double attributive to clouds.

321. *to look abroad*—false infinitive: a kind of indirect object to verb *impel*. *abroad*—adverb, modifying *impel*. Analytically, the false infinitive with all that belongs to it, is generally equivalent to an adverbial clause; and this will generally be a test which will distinguish the false from the true infinitive, which is equivalent to a noun.

322. *to plod . . . rest*—is an equivalent to a noun clause, standing as subject, and in apposition with *it*. ‘To plod’ is a verbal noun.

Paraphrase:—‘The life of a pedlar, toiling on his weary way through heat and dust and rain, weighed down by his pack, seems but a hard and dull one: but it has its own pleasures, and in former days it was an office not held in disesteem as now: for, when men’s wants were fewer, the mansion and the parsonage, and the cottage about them, all looked to the travelling dealer to furnish them with such necessities and luxuries as his store supplied.’

324. *Merchant*—the construction is imperfect. We may render the sentence, ‘(As) a vagrant Merchant (plods on),’ in which rendering *Merchant* is nom. case. But the English idiom will allow the expression, ‘It seems a drudgery (for) a vagrant Merchant to plod on;’ in this case ‘Merchant’ would be objective. The former structure is preferable.

329–332. *When . . . wares*—a duplicate adjective-clause, attributive to ‘times.’ *priest*—contracted from *presbyter*.

332. Relative omitted, before *he*, which would form a sentence adjectival to *wares*.

333. Though these simpler times were gone by. Not ignorant [of this fact] ‘that . . . case.’ The clause beginning with ‘that’ is a noun in apposition with ‘fact’ understood.

339. ‘But [they bestowed it] with . . .’

343. It was Wordsworth’s belief that human nature was dwarfed, and its healthy growth repressed by civilisation: and that therefore it could best be studied amongst the country poor.

347. *Enthusiast*—from a Greek word meaning to be inspired by Deity. The construction is, ‘He, a lone Enthusiast in the woods, and itinerant in this labor among the fields, passed . . .’ The subject is enlarged by two adjectival adjuncts. *Itinerant* means journeying (*iter*, journey).

351. *Spontaneously*, Lat. *sponte*.

352. *bounties*—*bounty* (Lat. *bonitas*; Fr *bonté*) means goodness.

353. *liberty*—unrestrained by artificial life.

355. *love*—here in the wide sense of charity towards his fellow men. His charity was duly balanced; he was neither fond nor cold.
358. *partial bondage*—by being bound by ties, which drew his sympathies in one direction only.
359. *piteous*—exciting pity, sad to the view of others.
361. *its own*—see note on v. 320.
362. *lay open*—i.e. to receive others' griefs. The influence of nature kept his feelings in harmony with men's joys and grief, and the bent of his own mind also turned his attention to them continually.
- 370-381. Paraphrase :—'He gave sympathy readily, for large was his store wherefrom to give. Thus of the best knowledge that men can gain, he had gained much; for he had grown wise in common things. Going thus about amongst the people, he had watched many grow up to strength in body and mind, and not a few grow weaker. Thus he had known the annals of their homes, and could tell how one had thriven, and another been borne down by misfortune, or ruined either by their own indiscretion, or by the thoughtless cruelty of misgovernment by those in power.'
382. *provision—to provide* (Lat. *pro* forward, *video* I see) means to look forward, or take thought for the future. The word *Providence* should never be used unless when forethought for the wants of the human race is the particular attribute of the Creator which is being thought of.
384. *To pass . . . untasked*—is equivalent (as above in v. 322) to a noun-clause.
386. *his calling*—nominative absolute. *Laid* is equivalent to 'having been laid; the perfect participle alone being often equal in force to the compound form. Therefore do not supply *having been*. *at ease*—adverbial phrase.
392. *undamped*—may be taken as attributive to *he*, or to spirits.

NOTES OF A LESSON

Of contrast between the

Feet of the horse, cow, hen and duck.

Nose of the cat, dog and pig.

Ears of the donkey, hare and cat.

Age from 5 to 7.

Purpose.—To show the adaptation of each to its distinct habits.

OUTLINE.

FULL NOTES.

I.

Introduction. Elicit from the children what animals they see in the street with four legs, horse, cow, &c. Try if they can describe the feet of the horse and cow, if not, compare them with their own; draw feet on the black board.

II.

Feet.

Let the children point out each separately, let them notice the difference between them. Awaken in children's minds curiosity and

(1.) Horse & cow. desire to know why? Draw from them briefly a little of the habits of each, and by this means draw out the wise adaptation of each. Briefly recapitulate.

(2.) Hen and Duck. Draw from children names of animals having but two feet, only show briefly the difference in size from the last named animals; name the duck often seen in the water,—get some kind of description of feet from the children, try to do this by reference to horse and cow's feet, which ought to remain on B. Draw feet on B. B.; ask children to point out, severally, the duck and hen's foot; name particularly the difference, the webbed foot of duck, the contracting power of hen's foot. Lead from drawing out the habits of each, the reason of this—ducks have to swim, hen has to scratch up. Let the adaptation be clearly apprehended by the children before they leave this. Briefly recapitulate.

III. Show picture of cat, dog and pig, speak briefly of habits of each; let children point to the faces; draw from them or lead them to notice any comparison or contrast between the three. Show why? by drawing from children the peculiar habit of each—dogs are guided by their keen scent.

Notice briefly the use of nose in fetching things from under the snow. Illustration—people buried in the snow; dog hiding its food.

(a) Dog. Draw from children the food of cat; how does she get it? Lead them to see how a cat knows there are mice about; she smells them. Ask children to name any other animal with nose like the cat and dog; if they cannot tell, show a picture of a pig. Lead them to notice the difference; speak of the food of the pig. Ask children to describe what they have seen a pig doing; rooting up plants, and among filth and dirt for food; draw from them that the nose of the pig is called snout; lead them to see how, by its elongated form, its flexibility and ring of gristle, it is fitted for grubbing its food; very briefly notice why a ring is sometimes put through it. Briefly recapitulate.

IV. Long and pointed; illustrate by picture; notice why? ask children to name other animals which have long pointed ears—hare, cat;

(1.) Ears. show pictures; notice the ears slanting backwards. Illustration—notice briefly the habits of the hare; its being hunted; necessary to hear sound behind; therefore show children the wise adaptation of its ears slanting backwards.

(2.) Cat. Are cat's ears anything like hare's? notice difference between the two; hares are hunted; cats hunt mice; notice habits of mice; timid; move quietly; cat has to listen; she can hear quickly; distinctly; notice movement of cat's ears when she hears a noise; illustrate by speaking; when we call a cat she puts her ears forward, not back-

ward like the hares. Why does a cat put them forward ? Illustrate by persons wishing to hear at a great distance.
Briefly recapitulate.

J. P.

ANSWERS AND CRITICISM OF AN EXAMINATION PAPER WORKED AT A NORMAL SCHOOL.

MIDSUMMER EXAMINATION, 1863.

WORDSWORTH'S EXCURSION.—Book I.

I.

A Herdsman on the lonely mountain tops,
Such intercourse was his, and in this sort
Was his existence oftentimes *possessed*.
O then how beautiful, how bright appeared
The written promise ! Early had he learned
To reverence the volume that displays
The mystery, the life which cannot die ;
But in the mountains did he *feel* his faith.
All things, responsive to the writing, there
Breathed immortality, revolving life,
And greatness still revolving ; infinite :
There littleness was not ; the least of things
Seemed infinite ; and there his spirit shaped
Her prospects, nor did he believe,—he *saw*.

(219—232).

- (a) Parse—*herdsman, possessed, early, revolving, infinite*.
- (b) Analyse to line 225.
- (c) Paraphrase the whole passage.

II.

An irksome drudgery seems it to plod on,
Through hot and dusty ways, or pelting storm,
A vagrant Merchant under a heavy load
Bent as he moves, and needing frequent rest ;
Yet do such travellers find their own delight ;
And their hard service, deemed debasing now,
Gained merited respect in simpler times ;
When squire, and priest, and they who round them dwelt
In rustic sequestration—all dependent

Upon the PEDLAR's toil—supplied their wants,
Or pleased their fancies with the wares he brought

(322—332)

- (a) Parse—*drudgery, plod, merchant, bent, brought*.
(b) Analyse the passage.

III.

(a) Derive and explain the words—*access, lore, uppermost, superstitious, uncouth, trivial, supine, romance, pedlar, enthusiast*. Where you can, shew by quotation the connexion of the words.

(b) Explain the phrases (1) “the imperfect offices of prayer and praise;” (2) “inscribed upon its visionary sides;” (3) “sensation, soul and form, all melted into him.”

IV.

Write out together through cases and numbers—*malum opus* (an evil work), and *brevis epistola* (a short epistle).

Give the accusative singular, and the genitive and ablative plurals of—*iter, corpus, ager, victor, facinus*, and fully decline *felix*.

V.

1. Translate into English—*rex soror amabat et nunc amat suum parvulum fratrem. Filii militum non debent timere periculum*.

Parse the words in italics.

2. Translate into Latin—Balbus watches the crows (*corvus*). My sister's sons are little boys. In the master's gardens the cows (*vacca*) are eating the apples.

ANSWERS.—QUESTION I.

- (a) *Herdsmen*—common noun, singular, masculine, used absolutely, in connection with ‘his.’

Possessed—perfect participle of the verb ‘to possess,’ forming with ‘was’ the predicate to ‘existence.’

Early—an adverb qualifying had learned fully ‘at an early period of his life,’ early used as adv. of time.

Revolving—imperfect participle of the verb ‘to revolve,’ attribute to ‘life.’

Infinite—an adjective qualifying ‘greatness.’

- (b) A—‘A herdsman on the lonely mountain tops. Such intercourse was his.’
Principal sent.

1. ‘A herdsman on the lonely mountain tops’—att. to 2 (c).

2. ‘Such intercourse was his.’

(a) ‘Such intercourse’—completion of pred.

(b) ‘was’—Pred. to (c).

(c) ‘his’—Subj.

B—‘And in this sort was his existence oftentimes possessed.’ Prin. sent. coord.
to (A) copulative.

1. 'In this sort'—adv. ph. to 2.
2. 'was possessed'—pred. to 3.
3. 'his existence'—subj.
4. 'oftentimes'—adv. to 2 (time).

C—'O, then how beautiful, how bright appeared the written promise.' Prin. sent. exclamatory; proceeds from former.

1. 'Then'—adv. to 3.
2. 'how beautiful, how bright'—att. to 5. Completion of pred.
3. 'appeared'—pred. to 5.
4. 'the written'—att. to 5.
5. 'promise'—subj.

D—'Early had he learned to reverence the volume.' Prin. sent.

- (1) 1. 'Early'—modifying 3.
 2. 'he'—subj.
 3. 'had learned'—pred. to 2.
 4. 'to reverence the volume'—obj. infn. ph.
 - (2) 1. 'that'—subj.
 2. 'displays'—pred. to 1.
 3. 'the mystery, the life'—obj. to 2.
 4. 'which cannot die'—adj sent to 'life.'
- } adj. sent to volume.

(c) 'He passed his time on the mountains as a herdsman; and in this way his mind often became enraptured. How clearly did he then see the true meaning and beauty of God's promises recorded in the Scriptures. In early life he had learned to reverence that Book which *tells us of* everlasting life, but now, while meditating among the mountains, he *felt* the truth of what he believed. As he was told in the sacred volume, so he now saw in nature, everything spoke immortality, *never-ending life and greatness*; nothing appeared little to him, the smallest things seemed great, without end. There his soul *saw her future destiny*, he did not need to believe he *saw*.'

QUESTION II.

(a) '*Drudgery*'—common noun (abstract) singular, neuter, nominative after 'seems.' 'Seems' takes the same case after it as before it; drudgery completes the predicate.

'*Plod*'—verb in the infinitive mood (gerundial—false).

'*Merchant*'—common noun, singular, masculine, nominative to plod (understood) 'as a vagrant merchant plods on.'

'*Bent*'—perfect participle of 'bend'—att. to 'merchant.'

'*Brought*'—an irregular transitive verb, 3 person, singular, past tense, indicative mood, agreeing with its nominative 'he,' gov. 'which,' (understood).

(b) A—'An irksome drudgery seems it to plod on through hot and dusty ways, or pelting storm, a vagrant merchant under a heavy load bent . . . and needing frequent rest.' Principal sentence.

1. 'An irksome drudgery'—completion of pred.

2. 'seems'—pred to 3.

3. 'it'—subj.

4. 'To plod on'—att. to 'it'—enlargement of subj.

5. 'through hot and dusty ways, or pelting storm'—enl. of (4) adv. (place).

6. 'A vagrant merchant'—ext. (1) 'being a vagrant merchant.'

7. 'under a heavy load'—adv. to 6

8. 'bent,'—together with 'and needing frequent rest'—adv. phrase to 6-

B—'as he moves'—adv. of time to A 8.

1. 'he'—subj. 2. 'moves'—pred. to 1.

C—'Yet do such travellers find their own delight.' Prin. sent. coord. to A *adversative*.

1. 'such travellers'—subj.

2. 'do find'—pred. to 1.

3. 'their own delight'—obj. to 2.

D—'And their hard service, deemed debasing now, gained merited respect in simpler times.' Prin. sent. co-ord. to C.

1. 'Their hard service'—subj.

2. 'deemed debasing now'—enl. of 1.

3. 'gained'—pred. to 1.

4. 'merited respect'—obj. to 3.

5. 'in simpler times'—adv. ph. to (3) *time*.

E—'When squire and priest and they | who round them dwelt in rustic sequestration | all dependent upon the Pedlar's toils | —supplied their wants | or pleased their fancies with the wares | he brought. Subord. sent. to D 5.

QUESTION III.

(a) Access—*ac, cedo*, to fall to; that which we are able to reach; in such access of mind; when *mind is open easy of access*.

Love—Saxon word; simplest in language; cannot be explained; pure delight of love (of nature).

Uppermost—nearest the top (upper, most); 'uppermost in his mind;' nearest the top will come out first.

Superstitious—believing over-much; easily crediting idle tales; superstitious eye of, &c.

Uncouth—(un, not couth, cunning); couth, old form of could, can, couth, coud (could) ignorant; 'uncouth figures.'

Trivial—(*tres via*), three roads; place where three ways meets; used for gossip; trivial, trifling.

Supine—lying on the back with the face upwards; easy, indolent; ‘Supine the wanderer lay.’

Romance—tale of fiction; oromance of fiends, giants, &c.

Pedlar—a hawker of goods; a vagrant merchant, &c.

Enthusiast—lover of any particular science, &c.; ‘a lone enthusiast.’

(b) “Inscribed upon its visionary sides.” He fancied he saw written on the sides of the mountain as they appeared to him, viz., as in a vision.

“The imperfect offices of prayer and praise.” Prayer and praise as performed by man are imperfect (as is every thing else human). We cannot *ask* God as we would wish, neither can we praise Him as we would wish, or as we ought. He thanked God in his heart, as Hannah prayed.

“Sensation, soul, and form all melted into him.” All feeling, life, and knowledge of form were swallowed up in him; they took possession of him.

CRITICISM.

The parsing is very good, and the analysis on the whole betokens a mastery of the art. We offer a few criticisms on the paper.

I. (a) We do not quite know what is meant by “herdsman” being “used absolutely” with “his.” It is in *apposition* with “his.”

I. (c) The paraphrase is by no means without merit, though not perfect. It opens skilfully “his mind, because enraptured” is a feeble rendering, for “his existence was possessed.” His whole being was on these occasions penetrated with sublime feeling or rapture. “True meaning” does not come up to “bright” applied to the Word of God, which was “a light unto his feet.” “Tells us of” falls short of “displays the mystery,” revealing and developing that which otherwise had been for ever hid. After “felt” supply “the *power* of that truth which he already believed.” After “nature” supply “that,” and after “spoke” supply “of.” “Infinite” should have been retained, “great, yea infinite.” “Saw her future destiny” is a poor rendering for “shaped her prospects.” His spirit, as he gazed upon the material prospect, took definite aim and shape. On the whole, we record the value of “fair” to this exercise or paraphrasing. We call the attention of our readers to a paraphrase of the passage given on page 111 in our last number.

II. (a) “plod,” reason for its being gerundial or infinitive should be given. “To plod” is a verbal noun in real apposition to “it.” Or “it” may be regarded as idiomatically redundant “to plod on seems, &c.”

A. (b) The substitution of “being” does not agree with his own parsing of “merchant” given by the writer above. The sentence may be rendered, “for a man *being* a vagrant merchant to plod on, &c., in which rendering “merchant” is in the *objective* case. Or the sentence may be rendered “(as) a vagrant merchant (plods on)” when “merchant” will be in the *nominative*. (7) “Under a heavy load” will be an *adjective* phrase, if the sentence be rendered, “*being* a merchant under a heavy load.” It will be an *adverb* phrase in the sentence “as a merchant (plods) under a heavy load.”

ANALYSIS.—E. "Subordinate sentence" is an unsatisfactory explanation often-times used by tyros to get rid of the necessity of shewing in what relation such subordinate sentence stands to the principal. In this case, it is important to know whether the writer regards the sentence an adverb or an adjective one. To answer the question it must be first determined whether the sentence describes the *time* of the predicate, or not. It will be easily seen that it qualifies the noun "times" in D 5, and is therefore an *adjective* sentence "when" being = "in which."

III. (a) "Access" here probably means "increase," "accretion." "Access" does not here speak of the mind as "easy of access," but as a storehouse to which all things round were "making contributions." On "uppermost," see last number, page 113. "Superstitious" is derived from "super," above, "sto," I stand. "Romance," or Romanic, was used to describe a mongrel kind of Latin, in which tales of fiction were written. "Pedlar" is from "*pes*," a foot. "Enthusiast" is from a Greek verb, meaning to be inspired by Deity. This answer altogether wants style. The connexion with the context is very indefinite, either from want of skill, or fuller acquaintance with the subject. The quotations given should have been a little more full.

III. (b) The writer probably gives the right meaning to "visionary in" (1). In (2) "imperfect" represents all human language which still adequately to express intense thought. In (3) "melted into him" seems borrowed from the figure of molten metal taking the shape of that into which it is poured.

IV. and V. We have not thought it necessary to give the answers of the writer in the Latin part of the paper.

Notices of Books.

The Grade Lesson Books, in Six Standards, especially adapted to meet the requirements of the Revised Code. Standards I—III. By E. T. Stevens and C. Hole. Longman and Co. The issue of so many new sets of reading books especially adapted to meet the requirements of the Revised Code, must seem to outsiders to be an evidence of the utterly defective character of previously existing reading books. The existing books were undoubtedly open to improvement, but were nevertheless fitted to do very good service, which indeed they have done. For we do not believe the reading in elementary schools to have been so much below a fair standard of excellence as has been stated, and this we are sure will become a matter of certainty when the Revised Code shall have been in operation long enough to test the question. Instead of improvement, it is possible that this branch of instruction may grow worse, for teachers are now substituting purely mechanical for intellectual reading, a practice likely to end in a descent to the state of things that existed thirty years ago.

The Grade Lesson Books by Messrs. Stevens and Hole have, for the most part, the same features as their immediate predecessors, but in the equable length of the reading lessons and in the fullness of the spelling exercises, we think them superior. And there are more lessons in the script character and more arithmetic, both of them.

points of importance. Altogether, these reading books are entitled to rank with the best of their race.

The Schoolboy's Short English Grammar. Simpkin and Co. So much grammar for twopence was never seen before. The book, cheap as it is, is constructed with much care, and contains numerous examples and exercises.

A Modern French Grammar. By L. Contanseau. Longman and Co. As this grammar has received such undoubted proofs of public approbation, it only remains for us to say, that the present edition is improved by being newly constructed, and by useful additions in the shape of vocabularies and exercises.

Hand Book of Phonography, or a Complete System of Phonic Shorthand. By E. J. Jones. Partridge. To students of shorthand, this little manual may be commended, as well for the long experience of the author, as for the merits of the system, of which he is so clear an expositor.

Hints on Classical Education. By Dr. T. Cox. Wertheim and Co. The "Hints" contain many good principles on teaching language, but we should have thought that the teachers of the present day scarcely required to have them pressed upon their attention. Still there may be men, who profess to teach the Classics, to whom many of these hints may be new and profitable.

The British Controversialist. 1863. Houlston and Wright. The volume for the first half of the present year is, like its predecessors, a valuable contribution to our serial literature. We think so, because much of the matter is of permanent value; for whether now or a score years hence, most of its articles may be read with a certainty of advantage. The subjects in this volume are well chosen and generally well handled.

Educational Intelligence.

COVENTRY AND NUNEATON CHURCH SCHOOLMASTERS' AND SCHOOLMISTRESSES' ASSOCIATION.

The Annual Meeting of this Association was held on Saturday the 11th ultimo, at Keresley School, near Coventry.

There was a very good attendance of both male and female teachers. The kind attentions of Mr. and Mrs. Jones, the beautiful weather and the pleasing scenery of the surrounding country, rendered this one of the happiest meetings the association has ever had. The afternoon was spent in various out-door amusements, succeeded by vocal and instrumental music.

In a conversation after tea relative to the past, present, and future of the association, it was stated that the society had been established upwards of ten years, and that the peculiar characteristics of its meetings had always been social intercourse and mutual assistance in school difficulties;—that the meetings had been well attended, and a satisfactory amount of work done at each;—also that they had been held twice a month, once at the residence of each teacher in succession, who kindly provided tea,—and once at Coventry. On account of the inconvenience of attending more meetings than one per month, it has been thought desirable to

dispense with Coventry as a fixed place of meeting, and to take it in order with the rest on the second Saturday in each month. It was hoped that the committee would endeavour to solicit subscriptions from the local clergy and gentry interested in education, towards the working expenses of the association not covered by the subscriptions of the members. The following are the officers of the association:—Secretary—Mr. Lowris, National Schools, Nuneaton. Treasurer—Mr. Bottom, St. Michael's Schools, Coventry. Committee—Mr. Tantley, Central Schools, Bedworth; Mr. Jones, Keresley Schools, Coventry; Mr. Barker, Old Church Schools, Foleshill, and the Secretary and Treasurer.

The certificated teachers present expressed great satisfaction that the Committee of Council on Education had appointed the Rev. H. M. Capel to be Her Majesty's Inspector of Schools in this district. The uniform kindness of that gentleman, combined with the strictest justice and most unwearied patience in the performance of his duties among them as H.M. Assistant Inspector during the past six years, has caused him to be beloved by school-managers, teachers, and children. The meeting broke up at 9 o'clock.

BATH DEANERY SCHOOLMASTERS' ASSOCIATION.

The annual meeting of this Association was held at Langridge, on Tuesday, June 23rd. The proceedings of the day were commenced by Divine Service, in the parish church. At the termination of the service, the members and their friends proceeded to the village schoolroom, under the direction of the President, H. D. Skrine, Esq. The report, read by Mr. Hulland, the Secretary, stated that the affairs of the Association are in a flourishing condition, both as regards numbers and finances. The following papers have been read and lessons given at the quarterly meetings. "The Three R's," by Rev. G. W. Newnham, M.A., "The Prospects of Education under the Revised Code," by Rev. G. Buckle, M.A., and "The Monitorial and Pupil Teacher Systems," by Mr. Boswell. Lessons on "Minerals," by Mr. Hellier, and on "The title page of the Bible," by Mr. Lines. After the reading of the report and the election of officers for the ensuing year, the President, in the unavoidable absence of Rev. H. M. Scarth, who had prepared the lecture, read an exceedingly valuable paper, on "The Practical Uses to be drawn from the study of history." The President has since, with his usual liberality, had 100 copies of the lecture printed for circulation among the members. The Chairman presented Mr. Dingle, late Secretary, with a richly bound Bible and Prayer-book, and a sum of money, the proceeds of a subscription set on foot among the members as a token of respect for the valuable services Mr. Dingle had rendered to the Association. The company, to the number of 55, after having dined, enjoyed themselves in pleasure walks through the fields and neighbourhood, which is of historical note. The Company reassembled on the Rectory lawn, partook of an excellent tea, which had been liberally provided by Rev. W. T. Blathwayt, who, with his family, was indefatigable in his endeavours to promote the enjoyment of the members. Before separating, H. D. Skrine, Esq., proposed a vote of thanks to their kind entertainer, which was carried by acclamation. The

company then broke up and returned to their respective homes, acknowledging that this was the most pleasant anniversary of any that the Association had celebrated.

R. HULLAND, SECRETARY.

In moving the estimate of £804,002, Mr. Lowe stated that it was £38,117 less than last year, and that it was based on a calculation that half of the year would be under the Old and half under the New Code. He went on to say that the number under the Revised Code was taken at half the average attendance in schools aided by Government, that is, 547,000, and on the assumption that each child would receive 10s. per head, adding, "we have examined fourteen new schools under the Revised Code, containing eighteen departments" (we do not quite understand what is meant by 'departments'). The average aggregate attendance of children in these schools was 729, out of whom 512 were presented for examination. The number who passed in reading was 375; in writing, 308; and in arithmetic, 243; so that, dividing the children, as it were, into thirds, the total number who passed was 926. The proportion of those rejected to those who passed, was about as two to three. The result was that these schools earned, by the examination and attendance, on the average, 8s. 3d. per child. It must be borne in mind, Mr. Lowe continued, that these were all new schools, which had not the advantage of being brought up to the standard of older establishments; and hence, there is good reason to suppose that the children in such older establishments will earn at least 10s. per head.

The following letter from Mr. Liugen is extracted from the "National Society's Monthly Paper" for May. It is in reply to a letter from the Rev. C. C. Goodden as to the interpretation of Art. 4 in the New Code, relating to children whose parents were not employed in manual labour.

"Council Office, Downing Street, London, S.W., 26th March. 1863.

"REVEREND SIR,—I have the honour to acknowledge the receipt of your letter of the 23rd instant.

"Their Lordships rely upon the managers to exercise a conscientious discretion in selecting the children on whose account a claim is made upon the Parliamentary fund.

"No child fulfils the condition of Art. 4 whose family does not belong either to the labouring class, in the literal sense of the words, or to a class of the same social level and income.

"The children of shopkeepers who have only small stocks, and who employ no journeymen, are not necessarily excluded from bringing a grant to the school.

"While making the above statement for the information of the managers, my Lords must decline to make any promise to consider every child as falling under Art. 4, Revised Code, on whose account a grant is claimed at the end of the present year

"The question cannot be finally decided until the returns for that period are under the consideration of the Committee of Council.

"I have, &c.,

"Rev. C. C. Goodden."

"R. R. W. LINGEN.

HOME AND COLONIAL SCHOOL SOCIETY.

THE Twenty-seventh Anniversary was held on Monday, May 4th, 1863, at the rooms of the Institution. The Meeting was fully attended.

The Earl of Chichester being detained by important public business, the Chair was temporarily occupied by the Treasurer, JOHN BRIDGES, Esq.

The singing of the students was much admired.

The first lesson to the babies was a comparison between a cat and a dog; the second for children between nine and eleven, was on reading and mental arithmetic. The lessons are given below. Mr. Coghlan then gave a lesson on Social Economy, and a Scripture examination to the children of the Middle Class School.

The following are the notes on the Reading Lesson: the Subject—"Washington and the Poor Widow," taken from "Abbot's Second English Reader."—p. 28.

Before giving the lesson, the teacher should arrange the piece into short but complete portions, to enable the children to read and examine one at a time. She should also give them a list of the most difficult words, and, as a home exercise, require them to look out the meanings in their dictionaries.

FIRST PASSAGE.

I. *Individual Reading.*—The object is to teach the children individually to read the first passage properly, and to correct any errors of pronunciation and expression. This may be done in several ways. The teacher may read the passage first, and let the children imitate her; or she may give them directions how to read it, whether in a high or low voice, whether quietly or spiritedly, pointing out errors of pronunciation or expression after each child has read, and have the sentence or word gone over again. Occasionally, one of the older children may be required to read as an example, and to show the right pronunciation, or the proper expression which should be given to any particular sentence. The great point was, not to go on to a second part until the first was read as it ought to have been.

II. *Examination of the Passage.*—The children to be questioned on the meanings of the difficult words.

The following words in the first portion of the lesson required explanation:

Resource.—An expedient, a means to an end.

Anguish.—Great or excessive pain of mind.

A bye street.—An obscure, unfrequented street.

Philadelphia.—A town of the United States, on the river Delaware.

To muster.—To call up, to summon.

Resolution.—Fixed determination.

Espied.—Saw at a distance.

Petition.—Request.

Merchant.—One who trades by wholesale.

Bondsman.—One bound for another.

Dollar. A foreign coin; the American dollar worth four shillings and twopence of our money.

These words having been understood, a series of questions followed, to bring out the substance of the passage; as, — Who speaks here? To whom does she speak? Describe the boy. What does the widow tell him to do? Why? What did the widow do as the boy left the house? How did the boy feel when in the street? Describe the gentleman whom he last saw. How was it he had the courage to speak to him? How did he make his request? What effect had this request on the gentleman? What did Henry do when he received the money?

III. *Simultaneous Reading*.—When the children are thus made familiar with the passage, they read simultaneously, and with correct expression, the most difficult part of it. As a signal for all to commence together, the teacher counts one, two. She corrects any wrong pronunciation or any false expression which may still remain, and continues the simultaneous reading as long as necessary for that purpose. The same plan to be followed with the remaining passages.—(*Home and Colonial Society's Educational Paper.*)

The following is a brief abstract of the Report;

The Committee, in presenting their Twenty-seventh Annual Report, call upon their Subscribers and friends to join with them in returning "thanks" to God, that amidst the painful discussions and many changes which have of late so seriously affected the education of the country, the Institution had had a satisfactory and prosperous year, and its students obtained, at the last Christmas examination, the greatest success.

They earnestly wished they could give the same gratifying account of the "New Code" and its "results." At present, however, all seemed doubt and uncertainty. They regret to add, that so far as they have an opportunity of judging, a very general feeling of dissatisfaction exists among those who have hitherto undertaken the main responsibility, and done the real work of educating the labouring classes. Whether this feeling will find expression in Parliament, and lead to any early alteration, remains to be seen. The Committee earnestly hope it may do so, as they continue deeply to lament that arrangements which appeared to them, on the whole, so complete, and so well calculated to make England in a few years the best educated country in the world, should have been so suddenly and so entirely set aside.

On the 20th of May, 1862, the Committee expressed their opinion that "the New Code would inflict serious pecuniary injury on many schools, especially on small schools and on those in migratory and poor districts;" and as they were also satisfied that *practically* it would discourage that most important part of education, "the moral and religious training" of our children, they determined, whilst giving it a fair trial, to consider it purely in the nature of an experiment, anticipating its final withdrawal, after experience shall have proved its inadequacy to attain the objects contemplated, as well as the injurious tendency of many of its

provisions. A year's experience has in no respect altered the opinion thus expressed, and they therefore continue to act on this plan, making no changes which can be well avoided. They look on the Minute issued by the Committee of Council on Educationⁿ so recently as the 21st March last, superseding the articles of the New Code with regard to Training Institutions, and establishing a series of entirely new regulations, precisely in the same light, and "whilst expressing their acquiescence in its provisions, they felt it their duty respectfully to state their opinion that the present system had worked most efficiently, and as so many parts of its machinery were retained, they could not but deeply regret that it had not been thought expedient to retain the whole; adding to it only the proposed limit of £75 per cent."

The Committee then proceed to advert to one alteration in their School's during the past year, which was of importance. The instructions to her Majesty's Inspectors for carrying into effect the New Code provide that no capitation shall be paid for the children of those parents who "do not maintain themselves by manual labour;" and as many of the children of the juvenile school attached to this Institution taught by a master and mistress were not of that class, it was obvious that no grant would be obtained from Government on their account. Under these circumstances, it became necessary either to dismiss all such children, or to increase their payments. The Committee thought the latter alternative would best suit the locality, and they therefore decided that from Christmas last the Juvenile School should be carried on altogether without Government assistance, and receive boys and girls of the class immediately above the one which maintains itself by manual labour, giving them a thoroughly good English education, and adding Latin, French, &c., at a small extra charge. They hope this effort to benefit the neighbourhood and improve the education of children of parents immediately above the labouring class will, by God's blessing, re-act on the labouring class itself, which this Society was formed to assist, and indirectly, at least, confer on it considerable benefit.—(*Home and Colonial Society's Educational Paper.*)

OLD SCHOLARS' ASSOCIATIONS.

At the last meeting, in May, of the British Teachers' Quarterly Association, held at the Training College, Borough Road, Mr. Horrocks, master of the British School, George Street, Lambeth, read an interesting paper descriptive of an experiment which he had tried in connexion with former scholars of his school. As the paper was listened to with unusual sympathy, and gave rise to an important discussion, we have pleasure in giving some extracts from it. As an interesting proof of what may be done by a single-minded and conscientious teacher, who desires to extend his influence beyond the walls of the school-room and beyond the period of school life, we commend the paper to the very earnest consideration of our readers.

In giving some account of an Association of my former scholars, I may just remark that I do not bring it forward as a pattern for imitation, but as an exemplification of principle, which in better hands might be carried to still higher results,

other hand, *they* have acquired self-reliance and habits of business, and have found employment for their talents.

The committee and the officers are formally elected at the annual meeting in January. Its meetings are held about a month previous to each quarterly meeting, when the programme and other preliminaries for such meeting are settled. It is the custom of the secretary to forward to myself, as president, the day before each meeting, an outline of the proceedings duly timed. The meetings commence at 7 and close at 10, the time being chiefly occupied by essays read by the senior, and recitations given by the junior members.

The book-clubs mentioned deserve a short notice. In the early days of our mated my purpose and plans. The way thus prepared, I invited them to meet at my house on New Year's day, 1851. About fourteen were present. After a friendly conversation I laid before them my thoughts and projects, into which they entered warmly. A spirited conversation followed, which was wound up by the whole company forming themselves into an Association, to be called the "Fraternity of Old Schoolfellows." The idea of a brotherly relation subsisting between former school-mates suggested this designation, and experience has justified the hope then formed, that the name would foster and perpetuate the brotherhood. They then elected from among their number a secretary and treasurer, and projected meetings to be held quarterly. The object* being understood, and the right spirit infused, I felt it undesirable that their incipient operations should be clogged with rules or penalties. Necessary expenses were provided for by a voluntary subscription of sixpence per quarter. The meetings have been kept up from the beginning to the present time, an interval of twelve years, without intermission. Though, perhaps, in my own mind, the higher and educational purpose which an Association might serve have ever been present, yet the *re-formation* of early friendship and the promotion of agreeable social intercourse has chiefly characterised the meetings, and intentionally so, the better to promote those higher aims. To have called them together *ostensibly* to carry forward their education would have been in some measure to defeat that object. Most boys are glad to get from under the yoke, and any re-assumption of the magisterial rule would repel them. I have always met them, therefore, as my young friends, and sought to promote their *mutual* friendships. Aiming at this end, time has always been allowed at the meetings for free intercourse. With the same object in view, refreshments have invariably formed part of the programme. The early-formed mutual attachment thus fostered has been the *vital principle of coherence and continuity* in our little Society. But this might have failed but for the *freedom* of its constitution, and the system of *self-government* which has always been our practice. The care and relief secured for myself, in thus leaving my young friends in great measure to manage their own affairs, I regard as another secret of continuity. A teacher must husband and reserve his strength if he would prolong it. On the

* These may be thus defined :—

1. Social intercourse and the maintenance of the friendships begun at school.
2. Mutual instruction and improvement; and all in harmony with their previous school training.

and in the hope of eliciting from my fellow-workers their experience in similar efforts.

This Association had its origin in a desire I had long cherished of bringing together such of my former scholars as I thought were likely to profit by any efforts for their continued improvement. Conscious, also, of my own early and prolonged attachment to the persons and places associated with my school life, and the longing I always had to see again my former teachers and companions, and suspecting the prevalence of this feeling in others, I thought it might be turned to useful account as a basis and means of union which might be serviceable to higher ends than its own gratification. During occasional visits of those who had been head monitors I anticipated I thought I could not do better service to my young friends than to direct and provide for their reading. This led to the formation of a book-club, and soon after to a second, both of which have worked usefully and successfully to the present time. Each club consists of 13 members. The books circulate fortnightly, thus lasting half a year, and are passed from hand to hand by those members who make this duty one of friendship, and another link of brotherhood. They make their own selection of books half yearly, usually submitting the list to me. The old books are sold at the meetings, by which the members are enabled to make cheap additions to their private stock of books.

Besides the quarterly meetings, classes for the practice of vocal music and the study of French have been started as off-shoots of the Fraternity. The latter continue in active operation to the present.

The following *representative* list of subjects may show the scope and variety of the essays introduced to the meeting :—The Manufacture of Paper ; Modes of Travelling ; Pottery Manufacture ; Artificial Light ; Names ; the Sources of History ; Jersey, and the Jerseyites, after a visit ; Fancy Confectionary (with specimens) ; Domestic Architecture ; Aërial Navigation ; Perseverance ; Seven Days on the Seine, after a Trip to Paris ; the War in China, by an Eye-witness ; a Tour in Switzerland, with Stereoscope, &c. ; the Australian Exploring Expedition, by a returned Emigrant ; Colonial Produce ; Raw Materials in the International Exhibition ; Mental Improvement. It will perhaps be observed that there is no consecutiveness in this list. Our Society has never taken the character of a debating club. Voluntary offers to fill up the next have been taken at the previous meeting none being refused. Thus a larger bill of fare than could be exhausted has usually been presented to each meeting. No bitterness, rancour, satire, or unfriendly criticism, has ever mingled with the discussions, the prevalent desire being to encourage the incipient utterances of any who would try to write, read, speak, or recite. If any class of subjects has predominated, it is the practical, and such as have reference to the useful arts of life. Our meetings are concluded with reading a suitable portion of Scripture and with prayer.

(To be Continued.)

more.....	adv. of degree, mod. 'desolate.'
looking.....	present participle, attrib. to <i>I</i> .
round	adverb of place, mod. 'looking.'
porch.....	noun common, singular, neuter, objective, gov. by <i>of</i> understood.
discoloured ...	past participle, attrib. to 'corner-stones.'
stuck.....	past participle, " "
over.....	adverb of place, mod. 'stuck.'
as if.....	compound conjunction.
found.....	regular transitive verb, subjunctive, past, 3rd, agreeing with 'sheep.'
even.....	adverb, mod. 'found.'

Note.—According to Argo's quotation, 'round' would be a preposition gov. 'me,' but my copy differs from his quotation, as will be seen by the analysis.

Please to insert the following in your August number.

Transpose and paraphrase the following from Wordsworth's *Excursion* :—

" 'Twas summer, and the sun had mounted high ;
 Southward the landscape indistinctly glared
 Through a pale steam : but all the northern downs,
 In clearest air ascending, showed far off
 A surface dappled o'er with shadows flung
 From many a brooding cloud, far as the sight
 Could reach, those many shadows lay in spots
 Determined and unmoved, with steady beams
 Of bright and pleasant sunshine interposed."

July 6th, 1863.

J. H.

[The above Analysis contains numerous errors and imperfections. 'And guessing' belongs to e not d, and is attrib. to 'he,' not 'a stranger.' 'Whom I sought' in d is not prin. sent. but an adjective to 'him,' the object of the participle 'guessing.' f is object to predicate in e. 'Like a blast'—if *like* be an adjective, as it is, the phrase belongs to j. If *like* be a conjunction, as J. H. makes it in the parsing, then he takes two sentences in one. But 'like' is not a conjunction, for then *blast* would be in the nominative, but it is objective, as is seen in such phrases as 'like *me*.' o again contains two sentences which J. H. confuses. 'The longer I remained' is adverbial to '(it was) more desolate.', r should be described as 'adj. sent. to subject in g.' So again g is not adverb to p, but to the two participles in p.—In the parsing 'used' is not attrib. to 'she,' but 'was used' is predicate to 'she.' 'Like'—see what is said above. It is an adjective which necessarily, like 'near,' requires an *object*; 'blast' being such object is in the *objective case*.—ED.]

11th July, 1863.

Sir,—Allow me to call attention to the following question from 'Association's Arithmetic,' pp. 95.

Bought stockings in London at 2s. 1½d. per pair, which I sold in Ireland at 3s.; in remitting my money home I lost 12 per cent., and the charges amounted to 1d. per pair. Required what I gained or lost per cent.?—Ans. £19½g.

Working.

$$\begin{array}{r} \text{s.} \quad \text{d.} \\ 3 \quad 0 \\ 2 \quad 1\frac{1}{2} \\ \hline \end{array}$$

$$0 \quad 10\frac{1}{2} = \text{gain.}$$

$$0 \quad 1 = \text{charge.}$$

$$0 \quad 9\frac{1}{2} = \text{total gain on } 2\text{s. } 1\frac{1}{2}\text{d.}$$

What is the gain on £100?

$$2\text{s. } 1\frac{1}{2}\text{d.} : £100 :: 9\frac{1}{2}\text{d.} : 37\frac{1}{4}$$

$$\text{gain on } £100 = 37\frac{1}{4}$$

$$\text{loss on } £100 = 12$$

$$\text{total gain} = 25\frac{1}{4}$$

As I have thus failed to get the answer given in the book, would one of your correspondents oblige by pointing out the discrepancy.

Yours, &c.,

ANGUS.

Carmarthenshire, July 8th, 1863.

SIR,—Would any of your readers be so kind as to give a solution of the following questions :—

1. If two trains meet, the one 150 yards long, moving at the rate of 50 miles an hour, and the other 240 yards long, moving at the rate of 40 miles an hour, how long will they be passing each other?—(*Cornwell and Filch's Arithmetic*, fourth edition, page 239.)

2. Three persons having bought a conical sugar loaf, wish to divide it into three equal parts by sections parallel to the base; it is required to find the altitude of each person's share, the altitude of the sugar loaf being 20 inches.—(*Irish Mensuration*, page 256.)

3. Three men bought a grinding-stone of 40 inches in diameter which cost 20s., of which sum the first man paid 9s., the second 6s., and the third 5s. How much of the stone must each man grind down proportionably to the money he paid?—*Irish Mensuration*, page 258.

4. If from a piece of tin in the form of a sector of a circle, whose radius is 30 inches and the length of its arc 36 inches, be cut another sector whose radius is 20 inches; and if then the remaining frustrum be rolled up so as to form the frustrum of a cone; it is required to find its content, supposing one-eighth of an inch to be allowed of its slant height for the bottom and the same allowance of the circumference of both top and bottom, for what the sides fold over each other, in order to their being soldered together?—*Irish Mensuration*, page 258.

I remain yours, &c.,

JOHN.

PAPERS FOR THE SCHOOLMASTER.

No. 151.

SEPTEMBER 1, 1863.

Training Colleges.

As the result of their own enquiries, and from the statements which have been occasionally made in this periodical and elsewhere, candidates for admission into Normal Schools will have discovered that the authorities have, as a rule, been compelled to make some personal charge. This result may disappoint the friends of some Pupil Teachers, who commenced their career under the supposition that no charge would be made. The blame, however, must be laid not upon the Training College, but upon the authors of the Revised Code. It is clear that the determination not to make any charge can never benefit the Pupil Teacher, who did not expect to make any payment, if the Colleges must close for want of other support. The Training College, it should also be remembered, confers a new benefit upon the future Schoolmaster by discharging the duty now thrown upon it of adjusting the supply of Teachers to the demand. Hitherto, the Queen's Scholar paid nothing for his education; but then he had no security that there would be a demand for his services at the expiration of his residence. On the new arrangement, he may be compelled to contribute something towards his own maintenance and education for two years; but he receives more than an equivalent for this investment in a greater certainty of finding a market whereto to carry his services. In this view, it cannot be doubted that the investment of some £10 will prove a very fruitful one, regarded as a payment made to secure a comparative certainty that there will be a post ready for him as soon as he is fit to occupy it.

It may be that here and there the authorities of a College may not have determined yet to make any change, at least for the coming year. We fear this may have the effect of attracting crowds of candidates to them. A comparatively few will in the eleventh hour obtain admission, and the result will be that the disappointed many will find a considerable difficulty in making such a selection among the rest as they wish in the short interval that will intervene before the day in which they must take up their residence somewhere. Expectant candidates will wisely advise their friends, if they are in a position to afford it, to advance the sum required by the great majority of Colleges ; which sum should be regarded by them in the moral light of a loan, to be repaid out of the first proceeds of their office when they are started successfully in life. If their immediate friends are *not* in a position to make any such self-sacrifice, as will happen in some instances, the proper way will be to lay their cases before the clergyman or school-managers, who should stand in *loco parentis*. In most instances, we hope that if the Pupil Teacher has won the respect of his employers, private subscriptions would be made, or perhaps a loan advanced from the school fund. Or is it vain to hope that some more opulent friend of the school would consent to become a special protector of a given Pupil Teacher, who would lend or give the sum required? Whenever the advantage takes the form of a gift, it may be regarded by the donor in the light of a subscription to the Training College, as well as a present to a deserving Pupil Teacher ; and no more effective way of obtaining voluntary support to these institutions seems open to them. If it be a *loan* and not a gift, some personal bond might be given by the Pupil Teacher and his parents that it shall be repaid out of the early profits of his school work. Diocesan institutions, founded for the purpose of encouraging education, cannot better employ their funds towards the support of education than by making *gifts*, or *loans*, to Pupil Teachers who have proved themselves to be hopeful and trustworthy in their apprenticeship.

LECTURE ROOM NOTES.

ACTS OF THE APOSTLES.—No. VI.

Chap. vi.—*The election of the first deacons.* (1) *Grecians*—i.e., Hellenists, Jews who spoke the Greek language; *Hebrews*—Jews who spoke the vernacular language; *ministration*—i.e., distribution of bread, called in next verse ‘serving tables.’ (3) *seven men*—that number sufficing for the occasion. (4) *to prayer, &c.*—public duties which they could not delegate to others. (5) It is to be observed that all the names are Greek, the object of the selection being to remove all appearance of favouritism. It does not appear that these officers were necessarily intended to be a permanent order, or to serve more than a temporary necessity. Such *ecclesiastic* order did, however, exist soon (see 1 Tim. iii. 8) and it is most probable the permanent office grew out of the temporary. (6) *laid their hands*—the imposition of hands had been from earliest Jewish times a token of blessing (see Gen. xlviii. 14., Num. xxvii. 18), and in the Christian church it became also an outward token of consecration or separation, whether of ordinary believers after Baptism, as ‘kings and priests unto God,’ or of ecclesiastic ministers—bishops, priests or deacons. (7) *a great number of the priests*—such was the prosperity and promise of the Church before the witness and death of Stephen, whose voice stirred up the animosity of the Pharisees. (9) *Libertines*—descendants of Jewish freedmen, who had been expelled by the Emperor Tiberius from Rome. Some suppose them to be inhabitants of Libertium, an African town. *Alexandrians*—Alexandria, founded by Alexander the Great, was the great seat of Hellenistic learning. Alexander planted a large colony of Jews there. It was here that the Septuagint version of the Old Testament was made, and the great blending afterwards took place of the Pagan and Jewish element of thought with Christianity. *Of Cilicia*—including St. Paul. *Asia*—a geographical term at this time limited to the *Western* provinces of Asia Minor. (11) *blasphemous words*—this charge serves to explain the speech of Stephen, and exhibits the general character of his preaching, which may be compared with that of St. Paul in 2 Cor. iii. 11. (12) *elders*—i.e. presbyters, who together with the scribes were the members of the Sanhedrim, a term afterwards applied to the *presbyters* of the Christian Church. (13) *false witness*—there was a great resemblance between the charges brought against Christ and against this first martyr. The charges were true in the groundwork, but false in the application. (15) *his face*—was lit up with superhuman brightness.

 GOSPEL BY ST. LUKE.

Chap. ix.—*The commission to the disciples.* They were not to go to the *Samaritans*—inhabitants of the central country between Judæa and Galilee, transplanted there by Shalmaneser, the King of Assyria, from Babylon (2 Kings xvii. 24), and adopting a semi-Pagan, semi-Jewish religion. Gentile in their origin and mongrel in their faith, ‘the Jews had no dealings with them.’ This prohibition was removed at the Ascension. (3) *take nothing*—this command was limited to this journey. (5) *testimony*—to shake off the dust from the feet was an expressive Eastern

custom intended to renounce all fellowship whatsoever. Under the law, this act applied to the Gentiles, but here and henceforth to those who were admitted into, but proved false to the covenant. (7) *Herod*—Antipas, one of the sons of Herod the Great, Tetrarch of Galilee and Perea. He married the daughter of Aretas, the Arabian King, whom afterwards he deserted for Herodias, his brother's wife, which involved him in a war with Aretas, ending in his defeat, followed by his banishment by Caligula to Gaul. St. Luke makes no mention of the death of the Baptist. (10-12) *the feeding of the 5000*—the same miracle as is related in Mark vi., and John vi., and Matt. xiv. (10) *Bethsaida*—this was Bethsaida-Julias at the top of the lake, for it appears from St. Mark's version the disciple crossed to the better-known Bethsaida, on the western side, *after* the miracle. (13) *they said*—it was Andrew who said this (John vi. 8). (17) *fragments*—scraps. Many events are here omitted by St. Luke—the walking on the sea; the miracles at Gennesaret; the Syrophenician woman; the feeding of the 4000. (21) *the first* of the Lord's predictions of his own death and resurrection. (26) *His own glory*—the glory which belongs to his divinity, and the special glory belonging to his Messiahship. (28-36) *the transfiguration*—this important incident which taught to the *eye* a great theological doctrine stood to the sufferings and to the *death* of Christ, as His baptism stood to His ministry and *life*. Both were solemn *installations*. Observe (1) the *place*, one of the eminences of Mount Tabor; (2) the *time*, at night, when the appearance would be more striking; (3) the *witnesses*, Peter, James, and John, similarly favoured on two other occasions; (4) the chief *characters*, *Moses* representing the law, *Elijah* the dispensation of the prophets, and *Jesus* representing the new dispensation of the Gospel; (5) the great subject of discourse, the *death* of Christ. The two great lessons taught are—I. The solemn installation of Jesus to His death. II. The abiding nature of Christianity, shewn by the apparitions of Moses and Elijah dissolving into Christ *alone*. (37-42) *The demoniacal child*. (39) The worst symptoms of epilepsy. (41) *Generation*, as represented by the disciples, for if they were unbelieving, how much more others *be with you?* without producing better fruits. This instance and similar ones shew how the malignity of Satan was stirred up, as in the presence of Christ he saw that his time was short. (44) A *second* prediction of our Lord's own sufferings. (46-48) There is a great variety in the account given of the incident in the three Evangelists, showing at least an independent witness. St. Mark's, as usual, is much the fullest. The disciples looked for the immediate and worldly establishment of the Messianic kingdom, and were ambitious of offices of honour. Our Lord rebuked this carnal spirit by pointing to the simplicity of a little child. (48) *in my name*—as belonging to me, and, therefore, from love to me. The meaning of the verse is, "If he that receiveth a little child receiveth *me*; a little child has chief dignity, and he amongst you has the *real* precedence who is most like a little child." (49) The saying of our Lord that "Whosoever received a little child in His name received Him," induced John to ask whether the Apostles did right in forbidding a stranger to cast out devils in His name. As Apostles, our Lord's reply must be observed—(1) it does not justify outward separation, for this man was probably only half informed; but, (2) because he acted in real and strong

faith, the reply contains a severe rebuke of intolerance which refuses to recognise as Christians, who, though they follow but us in ignorance, or error, are yet doing the work of Christ. (51 to xviii. 14) Peculiar to St. Luke, giving an account of our Lord's last journey from Galilee to Jerusalem. (52) *Samaritans*—see notes above, v. 1. (55) This rebuke may mean, "Ye know not what a mistaken spirit, viz, of carnal zeal (like that of Jehu), ye are betraying." Or, "Ye do not realise and give proof, by this rash request, of the true spirit to which you belong."

WORDSWORTH'S EXCURSION.—Book I.

No. V.

397. *Himself* does not refer to the subject of the sentence, a proof that these pronouns ought to be considered as *emphatic* rather than *reflective*.

399. *Purity*: would probably have said Puritanism, if that word had not been unpoetical, and at the same time a word of ill-favour.

400. *Unrelenting*, i.e., unrelaxing.

401. *This*, demonstrative adjective, the noun "thing" understood.

402. *Reverential thoughts*, a feeling of earnest respect.

404. *Habitual*: a habit is properly a clothing, as a "riding habit." It passes into the meaning of a moral habit; compare "Be ye clothed with humility."

404. *Wanderings*: when a word ending in *ing* takes the plural inflection it is, of course, a true noun. Thus the word *wandering* may be one of three distinct words: the participle of the verb, which is always adjectival in force, e.g., *a wandering mind*. The gerund of the verb, which is always substantival, e.g., *a mind given to wandering*; or a noun derived from the verb, as here. Notice that such nouns cannot be coined at pleasure. *Out of doors* is really an adverbial phrase modifying the verbal idea in the noun *wanderings*. There is another instance of this in line 410.

406. *Whate'er*: resolvable into "anything which," involving therefore the subject "anything," to "was meted," and the object "which" to "had imbibed."

407. *Fear or darker thought*: whatever of sternness in character might have come from the Puritanic teaching of the Scottish Church was counteracted by his converse with nature.

410. *As*: grammatically "as (the religion) of a dreamer in the woods (would be.)"

408—413. Analysis.

(1) So true was this

(2) that his religion seem'd self-taught,

(3) as (that) of a dreamer in the word (would be),

(4) who.....shin'd his brother

(5) as grace inspir'd

(1) P.S. In which "so" is grammatically redundant, preparing the mind for a modification of the pred. "was true." (2) Adverb. clause to pred. of 1. (3) Adverb. sent. to pred. of 2. (4) Adj. clause to "dreamer" in 3. (5) Double adv. clause to pred. of 4.

419. *Addressed* : perf. part. (weak, form), attributive to tale.

422. *Such* : "(It was) such," *suit* is a transitive verb gov. "sire" in the objective.

424. *Nervous* : bearing its proper meaning of strong or sinewy. *Gait*, compare *go* and *gang*.

428. *That* : the demonstrative, not the relative. The punctuation makes this evident.

429. Expressions which it had learnt in days of buoyant hopeful youth, and had not lost.

430. *Which* : refers to years, which word is here used for the feelings or experiences of the years. He had the rare powers of retaining the feelings of boyhood and youth, while at the same time he could so forecast the years, as to view things with the calmness of an old man, or even of a spirit which had done with this life.

430. *Like* : adjec. attrib. to pronoun "which," and gov. "being."

432. *To come* : this form, as well as *about to come*, are equivalent for a future participle. In this place attrib. to "years."

433. *Human* and *such* are both attrib. to "years."

435. *Who* : relating to "his," possessive case of "he."

437. *Reposed* : here transitive. Its usage is so generally reflective, that it has become intransitive through suppression of the object. *Retire, endeavour*, and many others were originally transitive. *The duke retires him to my Milan.* Shakespere. "*Daily endeavour ourselves.*"

438. *Supine* : lying on his back.

439. *Eyes* and *shadows* : both nom. absolute; "his eyes (being) half shut."

440. *Above* is here an adjective attrib. to "elms."

441. *Dappling* : variegating with spots of different shade.

Mr. Robinson quotes here Shakespere,

"The gentle day

Dapples the drowsy east with spots of grey."

443. *Space* : words expressing length of time or space are in the *objective* case.

444—446. Analysis—

At length I hailed him, seeing (P.S.)

that his hat was moist.....(noun clause)

as if the brim had.....(adv. clause).

Or the latter clause may be split up more correctly so as to account for the two conjunctions separately, "his hat was moist, as (it would have been) if the brim had newly scooped a running stream."

447. *Ere*.....*settled*., adv. sent., extending pred. "said."

449. *It seems* : should be taken parenthetically.

452. *Where* the clause introduced by this conjunction is an *adjec. clause* to "fence," rather than an *adverb clause* to "bade." *Aspiring*: ambitious of notice.

454. *Run*: *perf. part.*, *attrib. to ground.*—*weeds* *nom. abs.*

456. *Trees*: is enlarged by an *adject.*, sentence, *currants* by an *object*, phrase. Mark the distinction.

460. *Where*: introduces a clause which is *adjective to place* included in the word "there" = *in the place*; "where" = *in which*. So again, v. 465, is *adject.* to "shade."

461. *Joined*: united, so as to form an angle.

464. *Withdrawing*: originally *transitive*: here, as very often, *intransitive* Line 437.

467. *To respire*: false *infin.* Morell would consider *freely to respire* an *adverb sentence*.

469—484. Paraphrased. "The objects around us in this spot are so associated in my mind with *bygone scenes* that you cannot look upon them as I do. It is our fate to die, my friend, or to lose the objects we have learnt to love or value, each in his own peculiar neighbourhood. Of us and them even of what is best in us every memorial soon perishes. And so the poets are accustomed in all their elegies, and other compositions in which they mourn the dead, to give to the groves and hills and rivers a living existence, and to call upon them to unite with them in lamentation. Nor is this a mere figure of speech, for such poets are true to that natural instinct which tends to excite the creative faculty of man when under the influence of any strong passion. But even apart from excitement, men are apt to feel at certain times, when quietly dreaming, a bond of the same kind, and, perhaps, of the same origin, growing up between themselves and natural objects around them.

472. *Peculiar*: that which is one's private property: from Lat. *pecus* cattle, which was the earliest property.

474. *No*: an *adj.* This word is only a shortened form of *none*. In this common phrase *no one*, the word *one* is quite redundant.

475. *Elegies*: were songs of lamentation for the dead.

487. *Brotherhood* between these waters and the household of which he is now going to speak

490. *Mortal*: death-like; *they*: the poets.

495. *Handling*: the gerund of the verb *handle*.

493. Such adjectives as *wooden*, *wheaten*, are the possessive cases of nouns which still retain the Anglo-Saxon inflection.

494. *Subject*: exposed to. The word *subject* (Lat. *sub.* under, *jactus*, thrown), starts with the physical meaning of *thrown out and lying under*.

497. *Forgive them*: Excuse my having dwelt on them.

498. In this and in verses 506, 507 we have "but" used for "unless." In 506 "But he was welcome" = "without being welcome." In 507 "*but that* it seemed he" = (1) "but that (took place, viz.) it seemed," or (2) "but (this took place, viz.) that it seemed," &c. In (1) *that* is a demonstrative *adj.*, in (2) it is a *conj.*

(1) No one went away (P.S.)

(2) but this thing happened (adv. cl. to pred. in (1).

(3) that it seemed (noun cl. to sub. in (2).

(4) she loved him (noun cl. app. to "it" in (3).

500. *As* : (I might love) my own.

ANSWERS AND CRITICISM OF AN EXAMINATION PAPER WORKED AT A NORMAL SCHOOL.

MIDSUMMER EXAMINATION, 1863.

OLD TESTAMENT HISTORY, AND THE GOSPEL OF ST. MARK.

I.

1. Describe generally the natural features of Palestine.
2. Draw an outline Map of Palestine, with the divisions as they stood in our Saviour's time, indicating the position of the chief places connected with His history.

II.

1. Give a short account of the events in Jewish history connected with the following places :—The Cave of Macpelah, Rephidim, Beth-horon, Megiddo, Gilgal, Gilboa.
2. Write a short sketch of the life and rule of Samuel.

III.

1. Describe the condition and fortunes of the Jewish people under the Judges.
2. Give an account of the restoration of the Jews under Ezra and Nehemiah.

IV.

1. For what readers, and with what object was the Gospel of St. Mark written ? What internal evidence supports your conclusion ?
2. What miracles of our Lord are recorded only by St. Mark ?

V.

1. Explain the instance given by our Lord of how the Scribes and Pharisees through tradition made the Word of God of none effect.
2. Explain the force of our Lord's answer to the question concerning the lawfulness of paying the Roman tribute.
3. What miracles are distinctly stated in this Gospel as wrought in answer to faith ?

VI.

State as nearly as possible in St. Mark's words :

- 1 The directions and commands given to the disciples, when sent forth to preach ; or,
2. What took place when Jesus was led before the High Priest.
3. Name the principle events that marked our Lord's ministry in Northern Galilee.

VII.

Give the context, and explain the meaning of the following passages :

- (a) " New wine must be put into new bottles."
- (b) " If a house be divided against itself, that house cannot stand."
- (c) " He that is not against us is on our part."
- (d) " If the salt have lost its saltness, wherewith will ye season it ?"
- (e) " Whosoever will be great among you, shall be your minister."

ANSWERS. — QUESTION I.

Situation.—Palestine is situated in the South-East of the Mediterranean Sea. It has an area not quite so extensive as that of England. Throughout its whole length it borders on the Mediterranean.

Surface.

1. Mountains.—Palestine is not strictly mountainous, but very hilly. The highest range is that of Mount Lebanon in the extreme North. This range is divided into two parts, the Lebanon and Anti-Lebanus. The mountains of Gilead are an important range on the East of Jordan. The mountains of Gilboa, Mount Carmel, Mountains of Beatitude, Mount Nebo, Mount of Olives, &c., are mostly detached ranges or summits, all of which are familiar, from their being the scenes of Scriptural events.

2. Plains.—The plain of Jezreel, or Esdraelon, near the mountains of Gilboa.

3. Rivers.—Palestine is not a well-watered country. It possesses very few rivers, but such as are dried up in the summer time. The principal river is the Jordan, which rises in the Mountains of Lebanon, flows through the waters of Merom, afterwards through the Sea of Galilee, passes on until it reaches the Dead Sea. The valley of the Jordan is very extensive, and the resort of many wild animals. Other streams are Kishon, Jabbok.

4. Seas.—Sea of Galilee, a beautiful calm lake, though subject at times to squalls. Waters of Merom, still farther North. Dead Sea, very much depressed, its waters are bitter and containing immense quantities of bitumen, &c. Its waters are heavier than any in the world.

Climate.—The climate of Palestine is hot, though not so much so as many adjacent parts. The rains are periodical ; earth is moistened by very heavy dews. Though warm in the day-time yet the nights are very chilly and cold.

Soil is fertile as a rule, though there are many parts which will not pay for cultivation.

Productions.—The olive, grape, vine, and other fruits. Agriculture is the chief occupation of the country.

QUESTION II.

Cave of Macphelah.—This cave was bought by Abraham of the children of Heth, for the purpose of a grave for Sarah his wife. The owners wished to present it to Abraham, but he was opposed to this, and accordingly paid its value to them. It was subsequently used as a burying place by the Patriarchs. Sarah, Abraham, Isaac, Jacob, and Rebecca were buried there.

Rephidim.—When the Israelites in their journey had arrived as far as Rephidim, they murmured for water. To relieve their wants, Moses was commanded to tell them that God would provide them with water, which was afterwards miraculously obtained from the rock Horeb. It was while in this place that the Israelites fought their first battle with the Amalekites, while Moses viewed the battle from a neighbouring Hill. While here too Moses received a visit from Jethro, his father-in-law, who gave him advice relative to the judging of the people.

Megiddo.—After Joshua had defeated Adonibezek and the four kings who had allied themselves with him, and had commanded the sun and moon to stay their course, to leave time to complete the conquest, the defeated kings fled to the cave of Megiddo and hid themselves. Joshua, aware of their retreat, brought them forth, and after making them do submission, he slew them and their bodies were buried near that place.

Gilgal.—This was the place of the encampment of the Israelites after the crossing of the Jordan under Joshua. It was here that the twelve stones taken from the bed of the Jordan were set up; the Passover was once more kept, and manna ceased to fall.

Gilboa.—This was the scene of the defeat and death of Saul when fighting with his son Jonathan, against the Philistines. Both of them were killed on the same day. When Saul found the Philistines pressing sorely behind him, he requested a man who was near to dispatch him, choosing to die at once, rather than fall into the hands of his enemies. It was near this place too, in the plain of Jezreel, that Sisera and his host were defeated by Deborah and Barak.

QUESTION III.

Edict of Cyrus.—When the prophecies concerning Cyrus were shown to him, he issued a proclamation by herald, granting liberty to any of the Jews to return to their own land.

First Caravan of Jews under Zerubbabel.—About 60,000 now started forth under the care of Zerubbabel, mostly of the tribes of Judah and Benjamin. They reached Jerusalem in four months after starting. The sacrifices, once more restored, and the temple began to be rebuilt.

Second Caravan under Ezra.—In the 7th year of Artaxerxes, he renewed the edict of Cyrus, and Darius Hystaspes, and granted fresh liberty to any of the Jews to return to their own land. He further appointed Ezra, the scribe, a lineal descendant of Aaron, to take the charge of them, to act as governor at Jerusalem, and while there to enforce the observance of the Jewish law, to rectify abuses, and to make collections for those who should remain in exile. He further provided them with provisions and money, and ordered the princes around to do the same.

Gold, silver, salt, &c. The caravan started forth on the first day of the first month, and on reaching the river Atrava, a solemn fast was kept. They reached Jerusalem on the first day of the fifth month, the journey having taken them exactly four months. On reaching Jerusalem, Ezra took the governorship and began to rectify the chief abuses he found existing. First he got the Jews to put away their strange wives, and after the public reading of the law, he caused the Feast of Tabernacles to be kept as it had been before the captivity.

Nehemiah (Governorship of).—Nehemiah, of the tribe of Judah, was cupbearer to Artaxerxes, in his palace at Shushan. In the last year of the governorship of Ezra, Nehemiah heard sad accounts of the troubles of the Jews. The king noticing his sad expression, and having heard that it was caused by the accounts of his nation, gave him leave to go to Jerusalem, to take the governorship of the city, and to rebuild its walls and gates. Nehemiah started with a body guard to accompany him and arrived at Jerusalem. Riding round the city by night, he noticed the broken condition of the walls. He now encouraged the Jews to rebuild the walls, and in spite of all the opposition shown by Sanballat, Tobiah, and the Samaritans, in spite of their threatenings to attack, abuse, and continued opposition, the walls were at last finished. To accomplish this, each workman worked with one hand while he held a weapon ready for attack in the other. A strong guard was set to watch, and when finished the gates were closed at sunset. In Nehemiah's first administration, he reformed several abuses, and maintained one-hundred-and-fifty at his own table, free of expense. During Nehemiah's second administration, he rectified (1) Profanation of temple; (2) Breaking of Sabbath; (3) Marriage with strange women; (4) Unjust offerings, &c.

QUESTION IV.

St. Mark wrote his Gospel for the benefit of Gentile converts at Rome; and as at that time Rome was the Metropolis of the world he suits his gospel to all classes of persons. That it was so may be shown from the following:

1. He commences with declaring that Jesus Christ is the Son of God. This most likely to gain attention.

2. He omits Genealogy, miraculous conception and birth of Christ, murder of innocents, which were of interest only to the Jews.

3. Allusions to ancient prophets rarely made, and, when they do occur, they are accompanied by such illustration as renders them easily understood.

Instances (a) The word "Jordan" is said to mean a "river."

(b) "Corban" is explained as "a gift."

(c) "Day of Preparation" is "the day before the Sabbath."

(d) For "mammon" he uses "riches."

(e) "Gehenna" translated "hell," signifying the valley where infants were offered to Moloch, and therefore said to be "unquenchable fire."

(f) When speaking of Simon the Cyrenian, he says he was "the father of Alexander and Rufus," because both these were well-known to Gentiles and Romans.

QUESTION I.

Section V.—The moral law said a man was to "honour his father and mother," but the Jews often evaded this in the following way. Anything given for the service of God to the temple could not be recalled, and when a man had given his goods, or part of them, in this way, however urgent the case, he could not share them again. This soon grew to great abuse. A man who did not care for his parents might, instead of contributing towards their support in old age, consecrate his property to God, as he said, in such a way as should release him from the solemn responsibility of supporting his old parents. If asked by them for support he had only to say "Corban," meaning his property was devoted as a gift to God, and no claim could be made against him. Thus, as Christ said by their traditions, the Scribes and Pharisees set aside the Commandments of God altogether, teaching the doctrines of men instead of those of God.

QUESTION I.

Section VI.—When Jesus sent forth His disciples He gave them the following directions:—

1. They were to take nothing with them save a staff, which was to assist them in their travels.
2. They were to carry no scrip, nor to take any money.
3. They were to have no shoes, but sandals.
4. Into whatever house they entered, if they were cordially received they were to stay there, but not go from house to house.
5. If they entered into a city or house in which the people would not receive them they were to depart, but as they did so, to shake the dust off their feet as a testimony against them, our Saviour adding, "It shall be more tolerable for Sodom and Gomorrha in that day than for those cities."

Section VII.—"New wine must be put into new bottles."

(a) When Jesus was in the house of Levi, the Pharisees complained because His disciples did not fast as the disciples of John. Jesus then began to show the duty of observing an appropriateness in every thing, and this He illustrated by reference to three customs, (1) Marriage; (2) Mending a garment; (3) Putting new wine in new bottles. Bottles in Eastern countries were made of skins of animals, and therefore liable to decay; and as wine, when new, fermented very much, of course it would be foolish to put "new wine in old bottles." Thus Jesus showed that in all circumstances of life there should be a consideration for appropriateness; a time to fast and a time to feast.

(b) "If a house be divided against itself that house cannot stand."

The Jews had accused Jesus of working His miracles through the agency of Satan. Jesus, to show the unreasonableness of their charge, says, "How can a house stand when it is divided and fighting against itself?" He makes the same remark respecting a kingdom. "A house" doubtless means "a household" or "united body." Then Jesus from this shows that if Satan wishes his cause to stand and flourish, he would not, as a means of strengthening it, employ others to disunite it and thus to weaken it. Thus Jesus showed them that their charge was not only

untrue, but, at the same time, foolish in the extreme. At the same time He explained the awful sin of which they had been guilty, that of blasphemy against the Holy Ghost, the unpardonable sin.

(c) "He that is not against us is on our part."

The disciples had seen a man working a miracle who was not a follower of Christ. They, thinking it improper, forbid him, and coming to Jesus, said, "Master, we saw one casting out devils in thy name, and we forbid him, for he followeth not us." Jesus' answer was "He that is not against us is on our part," meaning that if the man was not casting out evil spirits in direct opposition to Him then he was on His side, though not strictly a follower. Jesus further added that no one who worked miracles through the power of God could speak lightly of Jesus Christ and His cause.

(d) "If the salt have lost its saltiness wherewith will ye salt it?"

The salt we get in England is a substance in which the savour cannot be taken from the substance; take away the savour and there is nothing left. But in Palestine and other Eastern countries the salt contained a certain earthy mineral matter, so that the saltiness might be gone and yet a substance left. A traveller in Palestine says he saw certain strata of salt among the rocks, and, breaking off a piece, he found that part exposed to the sun and rain to have no saltiness whatever; while that inside was fresh and salt. Salt, after the flavour was gone, was used for gardens, footpaths, &c.

Salt has certain purifying qualities, tending to delay decay; hence it was applied to the apostles to teach them to maintain in themselves strict purity of heart and life.

Our Saviour means by asking this question, "If you do not keep within you the principles of faith and holiness, how will you be enabled to maintain that holy and pure life required of you by God?"

In the context of this passage, Jesus has been speaking of the duty of sacrificing, however dear it may be, whatever may stand in the way of our salvation (right hand, eye, &c.)

(e) "Whosoever will be great among you shall be your minister."

The disciples had been disputing on the road as to the respective stations of honour which each should receive in their Master's temporal kingdom. Jesus knowing this took a little child, and set him in the midst as an instance of what they must practice to be great in the Kingdom of Heaven. This was done to teach them humility. The real meaning of the word "minister" here is one who serves, or waits upon another, a servant. Jesus then told them that though among the Gentiles the places of honour were occupied by those who exercised authority, yet it was not so in his kingdom. The chief feature in his kingdom was to be that of humility, and whoever wished to show his greatness must show it in the various duties of humility, which after all show more true greatness of mind than the mere ruling with authority or high position.

CRITICISM.

I. A good deal of information given, but still something is wanting. The description of the natural feature is still short of being a picture. For instance, only one boundary is given—the mountain ranges are not shown as a system, but

merely noticed as in the North or East, or spoken of as "familiar," which in an Examination paper, is a phrase always to be counted as a mere screen of ignorance. A plain is spoken of as near certain mountains, the position of which has not been previously described—the *direction* of the principal river is not given—a lake is described as still farther north than another, the position of which has not been previously marked. Moreover, many of the most interesting and important features have been omitted.

II. Machpelah also, the burial place of Leah and of Joseph. No notice given at all to Bethhoron, though memorable as the scene of a battle, which Dr. Stanley considers as one of the most critical in the world's history. Megiddo has been confounded with Makkedah, and Adoni-Jedek, the king of Jerusalem, whom Joshua slew, with Adoni-bezek who was taken by the tribes of Judah and Simeon after Joshua's death. Gilgal was memorable also as the place where the great national assembly was held, at which Samuel confirmed Saul's election. The scene of Sisera's defeat could not at least be very accurately marked by saying it was near Giboa. This answer, therefore, is short of being complete or accurate, but is in good style, and shows some knowledge.

III. This answer is both full and careful. In mentioning Nehemiah's second administration, it might have been added that he had gone back to Artaxerxes. There is often a tendency to allude to things as well known, which it is the very business of the Examiners to make known, in answer to a demand for the information.

IV. For Gentile converts certainly: whether specially for those at Rome doubtful. The genealogy, and the massacre of the Innocents may perhaps be spoken of as "of interest only to Jews," but scarcely the miraculous conception and the birth of Christ. These are no doubt omitted, because St. Mark's main object was to relate the Saviour's official life and ministry. The "instances" given are not instances of Old Testament citations, and should therefore have been introduced, not under that, but a separate, or rather should have been brought in under two heads—the translation of Hebrew or Aramaic words, and the explanation of Jewish customs.

V. A very clear and satisfactory explanation.

VI. No need to *number* the directions and commands. Use the method of *classification* only when necessary to simplify what is complex. There is no complexity here. Moreover, to make out a catalogue seems to attach the whole importance to the *things* themselves, and so to keep one from feeling the *spirit* of the directions. The sandal was not a poorer kind of shoe, but the only one. The spirit of the direction is, Take only the shoes on your feet, and the coat on your back—i.e. carry nothing superfluous.

VII. (a) It is not at all evident from the narrative that this happened in the house of Levi. There is certainly a closer and a more *special* meaning in the parable than that a general consideration should be had for appropriateness. The usual explanation is, the new wine is the living strong spirit of the Gospel; the old bottles ceremonialism.

(b) It was "the Scribes that came down from Jerusalem;" who said so. Absolute accuracy is necessary; otherwise, the explanation is well given.

(c) Very good.

(d) The idea is good of drawing a distinction between our pure and their impure salt, though this has scarcely been done with scientific precision. It is unscientific to say "Take away the savour of our salt, and there is nothing left," implying a confusion between a substance and its properties. Also, the passage is interpreted, as if it had stood, "If the salt has lost its saltiness, what will you find instead?" Whereas it is, "wherewith will ye season *it*?" *i.e.*, if that which arrests decay itself is going to decay, what is there to preserve it?

(e) It was not on this occasion that the child was called; nor were the lessons taught on the two occasions identical. To be simple and trustful as a child is one thing; to be servant to our fellowmen is another. It is a mistake to confound the absence of self-assertion *in a child* with the virtue of humility.

LORD PALMERSTON ON CRAMMING.

An objection is taken by my hon. friend to the principle of cramming. It is, indeed, said by many that this only leads to a system of cramming, and that the knowledge so thrust into the minds of youngsters does not remain and is soon lost. This principle of cramming, however, is an essential element of all competition. Take the case of a boat race. The men who are to pull are crammed in their practice for a week or a fortnight before. If there is a race the horses are crammed. They are crammed with corn, and are practised in the exertion of their muscles. If there is a pugilistic contest the men are crammed and trained so as to be ready on the day on which the competition takes place. If you have competition at all you cannot avoid the necessity of preparation for the contest. In the cases I have mentioned the body which has most muscle and is the most active will, by that previous preparation, win on the day of trial. So, in the case of mental preparation, the man whose mind is most stored with information is the man who will probably succeed in the competition. At all our examinations in the Universities the same cramming takes place. It is an exercise of the faculties of the mind, and although it is true that a great deal of the knowledge so imbibed does not remain, yet every man who has gone through an examination at the University knows very well that, notwithstanding a good deal of the knowledge necessary to pass the examination is obtained by cramming, yet it does not all leave the mind, but is often attended by useful results in after life. No reasonable objection, then, can be taken to competitive examination on the ground that it requires previous preparation. The Chancellor of the Exchequer has lucidly explained why it is that some questions are added by the examiners which have reference to general knowledge. It has often been stated to me by the commissioners that the reason is this. The real test is some elementary acquirement; but in these elementary acquirements all the competitors may be so nearly equal that it may be difficult if not impossible to determine which is the best; therefore they throw into the examination a number of other questions, which test the general information and amount of education which the young man has received, and his powers of mind, and thereby they are enabled, in addition to the elementary acquirements, to test which is the cleverest young man.

EXTRACT FROM THE REVISED CODE.

Annual Grants conditional upon the Number and Proficiency of the Scholars, the Number and Qualifications of the Teachers, and the State of the Schools.

38. Schools may meet three times daily; viz., in the morning, afternoon, and evening.

39. Schools which do not meet more than once daily cannot receive grants.

40. The managers of schools may claim at the end of each year, (defined by Article 17, as ending with the last day of the month preceding that fixed for the Inspector's annual visit.)

(a.) The sum of 4s. per scholar according to the average number in attendance throughout the year at *the morning and afternoon* meetings of their school, and 2s. 6d. per scholar according to the average number in attendance throughout the year at *the evening meetings* of their school.

(b.) For every scholar who has attended more than 200 morning or afternoon meetings of their school:—

1. If more than six years of age 8s., subject to examination (Article 48).

2. If under six years of age 6s. 6d., subject to a report by the inspector that such children are instructed suitably to their age, and in a manner not to interfere with the instruction of the older children.

For every scholar who has attended more than 24 evening meetings of their school 5s., subject to examination (Article 48).

41. Attendance at a morning or afternoon meeting may not be reckoned for any scholar who has been under instruction less than two hours, nor attendance at an evening meeting for any scholar who has been under instruction less than one hour and a half.

42. Evening attendances may not be reckoned with morning or afternoon attendances in making up the prescribed minimum of 200 or 24 attendances.

43. Evening attendances may not be reckoned for any scholar under twelve years of age.

44. Every scholar attending more than 200 times in the morning or afternoon, for whom 8s. is claimed, forfeits 2s. 8d. for failure to satisfy the inspector in reading, 2s. 8d. in writing, and 2s. 8d. in arithmetic (Article 48).

45. Every scholar attending more than 24 times in the evening for whom 5s. is claimed forfeits 1s. 8d. for failure to satisfy the inspector in reading, 1s. 8d. in writing, and 1s. 8d. in arithmetic (Article 48).

46. Every scholar for whom the grants dependent upon examination are claimed must be examined according to one of the following standards, and must not be presented for examination a second time according to the same or a lower standard.

47. Under any Half Time Act, 100 attendances qualify scholars for the grant:—

(a.) Upon examination.

(b.) Without examination, after they have passed according to the highest standard, but continue to attend school under the Act.

48. See page 6.

49. The grant may either be withheld altogether or reduced for causes arising out of the state of the school.

50. The inspector does not proceed to examine scholars in reading, writing, and arithmetic for the grant, until he has first ascertained that the state of the school does not require it to be withheld.

51. The grant is withheld altogether,—

- (a.) If the school be not held in a building certified by the inspector to be healthy, properly lighted, drained, and ventilated, supplied with offices, and containing in the principal school-room at least 80 cubical feet of internal space for each child in average attendance.
- (b.) If the principal teacher be not duly certificated (Article 67), and duly paid. Teachers certificated before 31st March, 1864, and who have not otherwise agreed with their employers, are duly paid if they receive not less than three times the grant allowable upon their certificates in Articles 64—5 of the Code of 1860, and they have a first charge to the extent of this grant, being one-third of such due payment upon the money received by the managers, under Article 40.
- (c.) If the girls in the school be not taught plain needlework as part of the ordinary course of instruction.
- (d.) If the registers be not kept with sufficient accuracy to warrant confidence in the returns.
- (e.) If, on the inspector's report, there appears to be any *prima facie* objection* of a gross kind. A second inspection, wherein another inspector or inspectors takes part, is made in every such instance, and if the grant be finally withheld, a special minute is made and recorded of the case.
- (f.) If three persons at least be not designated to sign the receipt for the grant on behalf of the school.

52. The grant is reduced,—

- (a.) By not less than one-tenth nor more than one-half in the whole, upon the inspector's report, for faults of instruction* or discipline on the part of the teacher, or (after one year's notice) for failure on the part of the managers to remedy any such defect in the premises as seriously interferes with the efficiency of the school, or to provide proper furniture, books, maps, and other apparatus of elementary instruction.
- (b.) By the sum of £10, if after the first 50 scholars in average attendance there be not either one-pupil-teacher fulfilling the conditions of Articles 81—9 for every 40 scholars, or one certificated or assistant teacher fulfilling the conditions of Article 67 and 91—3 respectively for every 80 scholars in average attendance. The forfeiture is reduced from £10 to £5 if the failure to comply with these Articles be confined to the examination of a pupil teacher (Article 88); but this reduction is made only once for the same pupil-teacher, and not in successive years for the same school.
- (c.) By its excess above,—

* In Church of England Schools the Order in Council of 1st August 1862, and the instructions to inspectors relative to examinations in religious subjects founded upon it, are included under the paragraph.

1. The amount of school fees and subscriptions; or,
2. The rate of 15s. per scholar according to the } in the year defined by Article 17.
average number in attendance,

53. If the excess of scholars over the ratio of 40 to every pupil-teacher has arisen from increased attendance of children since the last settlement of the school staff (Articles 62, 63), the forfeiture prescribed by Article 52 (b) does not accrue.

EXAMINATION UNDER THE NEW CODE.

The Chaplain of the Diocesan Training Institution, at Salisbury, has done good service by publishing some excellent "Practical Hints" on the preparation of schools for examination, suggested by remarks made by one of H.M. Inspectors of Schools to the students. They are prefaced by the extract from the Revised Code, which we copy for the use of our readers.

The following questions will serve to shew the value of the publication, which we recommend our readers to obtain, study, and practise for themselves :—

(1.) In taking a school, the first thing a Teacher should do, is to *examine it thoroughly*, child by child, from one end to the other. The children should then be grouped in the standards in which at the next examination by H.M.'s Inspector, it is proposed they shall pass, those between six and seven being as a rule put in standard I. Thus, for the first examination under the Revised Code, the lowest group will take up the work of standard 1,—the next lowest, that of standard 2,—and so on.

At the time the children are thus examined and grouped by the teacher, an accurate record should be made of those deficiencies, which, in each child, require attention.

(2.) This examination should be repeated at the end of every three months, and an account taken each time of the individual results, the Teacher giving during the quarter ensuing, special attention to the more backward children.

With perseverance in this system, provided there be a sufficient teaching staff, there will be but comparatively few failures when the inspection takes place.

The most numerous failures are found to be in Arithmetic, next in Spelling (in Dictation), and the fewest in Reading.

(3.) The reason of the many *failures in Arithmetic* is as follows. Formerly the Arithmetical instruction was defective, owing to the deficiencies of the Teacher. This cause no longer exists, but, *from the great waste of time* in every lesson, the results in Arithmetic are still far from satisfactory. There is too much talking on the part of the Teacher; too much explanation on the black board; too little practice by the children; too few devices to keep all well employed, and insufficient precautions to render copying very difficult, or impossible.

(5.) The *failures in Reading* most commonly arise from the *first* stages having been badly taught; from there not having been a sufficient variety of reading books, (particularly in the lower classes;) from the books not being properly graduated; and, as in the case of Arithmetic, from time being wasted.

In Reading, time is wasted by too much explanation, too many questions, the abuse of simultaneous reading, and a want of quickness in the necessary movements of the class.

In addition to the reading books, which are the property of the School, and of which there should be at least two different sets for each class, every child in the School, able to read in a book, should possess one of his own. In this way he would be able to prepare overnight, at home, a lesson for the next day. The observance of such a rule will both increase the interest of parents in the work of the School, and also greatly promote good Reading.

Standard I., especially in Reading, is a very difficult one to examine in, within any reasonable time. By the examination of the children who take up this standard, the Inspector ought to judge very much of the character and attainments of the school in general. The reading in this standard is, perhaps, the best test of a teacher's capacity, *as a teacher*.—Again, in Standard I., a *large proportion* of the children of the school, especially in *smaller* schools, will be examined; consequently the amount of the grant receivable will be greatly dependent upon how it is passed. In this standard are usually the greatest number of failures. See well then to the teaching of Standard I.

The children in this standard should be *drilled* with special care in all relating to the Reading test; they should be accustomed to speak out, and to stop and to go on, *immediately* they are told. This will save much time.

In connection with the other standards, no remarks appear necessary, except to caution the teacher, with regard to Standard VI., to make the children read passages from other works, besides those to which they are accustomed. The greater the variety of these the better.

In grouping children take one thing only into consideration, viz., in which group each child ought from his attainments fairly to be placed.

Correspondence.

Sir,—I beg to forward a solution of question given by "Angus," page 155.

	Loss on 100=	12
	" 1=	$\frac{2}{100}$
	" 3=	$\frac{12 \times 3}{100} = 4\frac{17}{25}$
Nominal prime cost per pair	=	2 $1\frac{1}{2}$
Charges	" =	1
Real prime cost per pair	=	2 $2\frac{1}{2}$
Nominal selling price	=	3
Loss on 3/	=	0 $4\frac{117}{25}$

Real selling price $= 2\ 7\frac{1}{2}\%$

Real prime cost $= 2\ 2\frac{1}{2}\%$

Net gain per pair $= 1\ 5\%$

Gain on $2\ 2\frac{1}{2}\%$ or 106 for $= 0\ 5\frac{1}{4}\%$ $= \frac{518}{100}$ far

" " $1 = \frac{518}{100} \times 100 = 518$

" " $100 = \frac{518}{100} \times 100 = 518$

W. A. BALZAVICH.

[Workings also sent by "Ayr," "J. S. H. Preston," and "Onderton." The latter asks for solutions of the following: 'A tradesman increased his estate annually a third part, abating £100 which he usually spent in his family, and at the end of $3\frac{1}{4}$ years he found that he was worth £3,179 11s. 8d.; required how much he had at beginning? Answer, £1,421 7s. $6\frac{1}{2}$ d.'

Glasgow, 21 August, 1863.

Sr,—I beg to send solution of question from page 239 of Cornwell and Fitch's Arithmetic, proposed in "Papers" for August.

50 miles per hr. $= \frac{50}{60 \times 60}$ per sec. $= \frac{50 \times 1760}{60 \times 60}$ yd. $= 24\frac{1}{3}$ yd.

40 " " $= \frac{40}{60 \times 60}$ " $= \frac{40 \times 1760}{60 \times 60}$ yd. $= 19\frac{1}{3}$ yd.

The space run over by both trains in one sec. $= 44$ yd.

Number of sec. required for the first to travel 390 yd. $= \frac{390}{44} = 8\frac{1}{2}$ sec.

or, 150 yd. $+ 240$ yd. $= 390$ = space to be passed over

50 ml. $+ 40$ ml. $= 90$ ml. distance run over by both trains in 1 hr.

then

ml. yd. hr.
90 : 390 :: 1 : $8\frac{1}{2}$ sec.

Proof.

In $8\frac{1}{2}$ sec. the end of the first train moves over $29\frac{1}{3} \times 8\frac{1}{2} = 216\frac{2}{3}$ yd.,

do. " " " " " $19\frac{1}{3} \times 8\frac{1}{2} = 173\frac{1}{3}$ "

390

When the one end is $216\frac{2}{3}$ yd. from its starting point, it is $17\frac{1}{3}$ yd. from the starting point of the other, for the other, in the same time, just passes over the same space and therefore the two ends are together.

In my copy of the Arith. ed. Fifth, the answer given to this problem is $9\frac{1}{4}$ sec. which I conclude erroneous, and ought to be $8\frac{1}{2}$ sec.

Might I request some one of your correspondents to favour me with a solution to the following problem from page 280 of Cornwell and Fitch's Arith.

I am, Mr. Editor, your obedient servant, W. W.

At what rate per cent. is the profit which a stationer makes who sells a book at a reduction of 20. in the shilling on the published price, and purchases it at 25 per cent. discount, the account running on the wholesale 12 months, and in the retail 6 months?

Notices of Books.

The Poetical Reader for School and Home. Edited by J. C. Curtis, B.A. Simpkin and Co. Many teachers, we fear, have not yet realised the value of good poetry, as an important element in mental culture; nor the fact, that it is all powerful in creating a taste for purity of diction. This is a loss to them, and a greater one to the work in which they are engaged. There is, however, hope for the future. Teachers in training have now special instruction in a given portion of verse, and suitable books are becoming more plentiful. Mr. Curtis's "Poetical Reader" we cordially recommend, for the pieces are unusually well-selected, and the book, though respectably got up, is offered at a low price.

The Grade Lesson Books in Six Standards. Standard IV. By Messrs. Stevens and Hole. Longman and Co. As the structure of Standard IV. is in every way the same as Standards I.—III., noticed by us last month, there is no necessity for any remarks on the present issue.

Manual of Method and Organisation, adapted to the Primary Schools of Great Britain, Ireland, and the Colonies. By R. Robinson. Longman and Co. Mr. Robinson, the author of this Manual, is an Inspector of National Schools in Ireland. His reasons for writing it are thus stated:—"This work differs from others in being more practical. I know of no work already published that explains fully and minutely all the steps which ought to be taken by a teacher in giving a lesson upon reading, writing, arithmetic, spelling, grammar, geography, or other subject of his school course. Most of those that I have seen either enter too fully into the principles of a good method, and too little into the actual steps which ought to be taken; or else confine themselves too exclusively to mere organisation." Mr. Robinson has evidently entered upon a reactionary course, for the *first* manuals of method issued by Dr. Bell, Joseph Lancaster, and their immediate followers, were altogether practical, and it was only when the detail of a mere system was found to be of little value, that manuals of method of another character were constructed. The fact is, no system of detail hitherto published, has been thought worthy of general adoption. Even the great school societies, when they taught their candidates for schools nothing but a system of detail, found that only the weaker teachers proved loyal to the system they had learnt, and that their best pupils soon modified it according to circumstances. And a long experience has convinced us, that teachers, who rightly understand their work, will never be bound by a set of dry and, too frequently, trivial rules of detail. Mr. Robinson supports his views by large extracts from the Reports of H. M. Inspectors, acting under the direction of the Committee of Council on Education. But these opinions are not always so valuable as he may think them to be. Not a few of them are immature, and others the result of a one-sided view of the *practice* of education. Besides, it was only indirectly that H. M. Inspectors had any claim to report on methods, their proper business was with results. And it is by results alone that methods will now be tested, a work the Inspectors are competent to do, which is more than we should like to say of their inspection of methods. A man may come to a pretty fair conclusion about the character of the

crops upon a certain farm, who, if called on to give judgment upon the methods pursued in raising the crop, would assuredly fail.

But to return to Mr. Robinson's Manual. The work he proposed to himself is done well, and the methods, taken as an expression of individual opinion, are worthy the attention of teachers. All the elementary subjects are discussed at length, and very specific directions given. For untrained teachers, who have never had the advantage of regular instruction from a Master of Method, this manual will be of service.

Companion to Tate's "First Principles of Arithmetic," being A Treatise on the Higher Rules and Operations of Arithmetic. By Thomas Tate. Longman and Co. Mr. Tate's success, as a writer of school books, is well known, and teachers will be glad to have the opportunity of again making his acquaintance. The present work is a sequel to his "First Principles of Arithmetic," and is constructed upon the same methods. It treats, as the title indicates, on the higher rules, that is, from the Rule of Three upwards, including such matter as is usually found in the larger school arithmetics. Mr. Tate's method is, to make the rules grow out of a clear exhibition of principles, and to fasten a rule in the memory by many examples. We wish the author's last effort a great success.

English Composition, Argumentative and General. By Richard Hiley. Longman and Co. The title in full runs thus:—"English Composition, argumentative and general, reports, letters, abstracts, and mental philosophy, in a graduated series of practical lessons and exercises: intended for the upper classes in schools, as well as for private students, and forming part third of progressive English composition." The work is divided into six books. Book I. treats of the proper use of words, the structure and sequence of sentences and paragraphs, and the mode of epitomising or abridging sentences and paragraphs. Book II. contains a brief sketch of mental philosophy. Book III. treats of elementary logic. Book IV. explains the sources of argument. The remaining books apply the principles previously enunciated. Evidences of careful construction are manifested throughout the entire work. The synthetic arrangement is very good, and so are the numerous exercises. It is, as a whole, a most valuable manual for a young student, not only as a guide to composition, but as affording a good deal of instruction on subjects indirectly connected with that useful art.

A Second Defence of the Queen's English, by G. W. Moon, F.R.S.L.; in reply to "A Plea for the Queen's English," No. II., by the Dean of Canterbury. Hatchard and Co. Perhaps it is wrong to enjoy a battle, let the contest take what shape it may, but really the present passage of arms between Mr. Moon and the Dean is one of so much interest, that enjoy it we must. In his "Second Defence," the layman strikes such vigorous blows, that we could wish them better directed. To those engaged in teaching the English language, this controversy should be one of profit as well as of interest.

Algebra for Beginners. By I. Todhunter, M.A., F.R.S. Macmillan and Co. Though of necessity, like most other elementary algebras, the one before us has some distinguishing points. The exercises are good and very numerous, and the

explanations of algebraical processes more full and clear, than is usual in books of this class.

The Self-Testing Arithmetic. By John Hay, F.E.I.S. Simpkin and Co. In full, the title is:—"The Self-Testing Arithmetic, on a new plan, simple and scientific, containing the largest number of exercises ever published, and methods by which the teacher is enabled to construct an infinite number of self-testing exercises in the simple and compound rules and in practice." All this is true and certified by several Scottish teachers, and it may therefore claim the attention of schoolmasters south of the Tweed.

The School Memoranda. By John Evans. Simpkin and Co. The purpose of this collection of tabular forms, is to provide teachers with a ready means "for the registration of numbers and facts supplied to government, in five annual returns under the Revised Code: with valuable hints to managers and teachers of schools to assist them in complying with their Lordships' Minutes." The advantage of a permanent record in a collected form, of all the statistics of a school, will be apparent to every one, and the means of keeping such a record, as supplied in this "School Memoranda," will be found equal to the requirements of the case.

Educational Intelligence.

TESTIMONIAL TO THE REV. PREBENDARY TINLING, HER MAJESTY'S INSPECTOR OF SCHOOLS.

A few of the teachers in the neighbourhood of Plymouth have presented an address, accompanied by two very handsomely bound books, to the Rev. Prebendary Tinling, Her Majesty's Inspector of Schools, on resigning the charge of the greater part of his district, in common with the rest of Her Majesty's Inspectors of Schools. Every teacher who has come in contact with the rev. gentleman in his official capacity will regret his removal. To them he was endeared by his suavity of manners, frank and open manliness of speech, and kindly sympathies, whilst exercising the sterner, as well as the routine, duties of his office. This method has been chosen by the few teachers to express their love for Mr. Tinling, deep concern for their loss by his removal, hearty thanks for his many kindnesses, and wishes for his future and eternal welfare. Nearly every Inspector has earned as deservedly the approbation and esteem of the teachers by similar kindly ways, but now more than ever—as the lot of present school teachers is cast in times of pitiful change, which brings pecuniary loss to the majority, and unsettledness of mind to all—do they need over them those who will not withhold the right hand of fellowship, but will benevolently listen to their words, and lend a sympathetic ear to their complaints. Most teachers will experience a similar loss in losing their old Inspectors, as they are now to confine their labours to more limited areas, leaving to strangers schools with which they have been familiar. Let Teachers but meet Inspectors with straightforwardness and sincerity, they will find the same sympathy and support, and that reciprocity in feeling which has existed in other parts will be continued amongst new faces. As the majority of Her Majesty's Inspectors have known teachers in

their prosperity they form the class of gentlemen on whom to rely in the hour of adversity.

The following is the Address, neatly written and surrounded with an appropriate border.

"To the Rev. Prebendary Tinling.

"Rev. and dear Sir,—We, the undersigned Teachers of Plymouth, Stonehouse, Devonport, and the neighbourhood, having learnt with unfeigned regret that your connection with this district as Her Majesty's Inspector of Schools has ceased, desire respectfully to tender our sincere thanks for the kindly sympathy you have always manifested towards us, and to record our appreciation of the gentlemanly and courteous treatment which has ever marked your intercourse with us. Although the recent arrangements of the Committee of Council separate us from you; we trust that they will conduce to the more effectual dissemination of the benefits of education and confer greater blessings on the independent poor of our country, and we pray God to give you health and strength, with happiness and prosperity in your family; and that He will enable you to perform your arduous official duties to the national advantage and with honour to yourself.

"We are, Reverend and Dear Sir,

"Your obedient Servants,

"A. B., C. D."

Mr. Tinling has sent this reply to A. B., C. D., etc.

"9, Cavendish Place, Bath,
14th August, 1863.

"My Dear Friends,—I can, from my heart, assure you that I value very deeply the affectionate address, and the extremely handsome books, which you so kindly forwarded to me as a remembrance of the happy years in which, as Her Majesty's Inspector of Schools, I have been associated with you in the work of education amongst the children of the poor, in the important towns of Plymouth, Devonport, and Stonehouse.

"There can be to me no greater joy, after labouring amongst you for so many years, than to receive from you, on the resignation of a portion of my district, so affectionate a memorial recording that the manner in which my official duties have been performed has ever won your confidence, and so advanced the cause of education.

"I thank you most sincerely for your expressions of friendship towards myself; and, though we are separated by space, I would recall to you that our work will still be the same, and you may rest assured that the sympathy which I have ever felt for you all shall not cease.

"May God bless the work in which we are engaged, and grant that it may tend more and more to His honour and glory, and the comfort and happiness of His people.

"That the Holy Spirit may be with each one of you day by day in your daily duties is the earnest prayer of your sincere and faithful friend,

"E. DOUGLAS TINLING,

"Her Majesty's Inspector of Schools."

General Examination of Training Schools.

CHRISTMAS, 1862.

FEMALE CANDIDATES: SECOND YEAR.

CATECHISM, LITURGY, AND CHURCH HISTORY.

Three hours allowed for this Paper.

N.B.—Candidates must answer *one* question from each Section. They may then select any which they have time to answer *thoroughly*.

SECTION I.

Prepare the outline of a lesson, founded on the Church Catechism, with illustrations from Scripture history, on one of these subjects:—

1. The privileges and duties involved in adoption into God's family.
2. Redemption from sin and death.
3. Prayer.

SECTION II.

1. Analyse the Litany, and shew the scriptural character of the intercessory petitions.

2. Give an account of the order of the Communion Service, and especially of the contents of the Consecration Prayer.

3. What are the chief occasional services now in use? Give a full account of the contents of one of these services.

4. In the Baptismal service, what special blessings are prayed for on behalf of the infant?

SECTION III.

1. State the doctrine of our Church as defined in the Articles on the following points, and prove its accordance with Holy Scripture, the sacrifice of Christ upon the cross, justification by faith, the signs of the visible Church, the conditions of sacramental grace.

2. Write out the whole or principal part of one of these articles, with scriptural texts in support of the statements contained in it—

Of the Old Testament;

Of free-will;

Of Baptism;

Of the one oblation of Christ finished upon the cross.

SECTION IV. (Supplemental.)

Not more than two of these questions may be answered.

1. What facts of importance are recorded concerning the early British Church?

2. When did these persons live, and for what were they remarkable—Paulinus, Bede, Anselm, Warham, Hooker, J. Taylor, Burnett, Tillotson, Barrow?

3. Enumerate the principal events in the reformation of the Church of England before the accession of Mary.

4. At what conferences were the questions touching the revision of the Prayer Book discussed? Give the dates and names of the leading persons.

5. In what respects did the contents of the first Prayer Book of Edward VI. differ from that now in use?

HOLY SCRIPTURE.

Three hours allowed for this Paper.

N.B.—Candidates must first answer *one* question from each Section. They may then select any which they have time to answer *thoroughly*.

ISAIAH.

1. Give a general and succinct account of the contents of the second portion of this book, enumerate the prophecies which distinctly refer to our Lord's person and work, and quote one of them in detail.

2. To which passages from this portion is distinct reference found in the New Testament? Compare one of those quotations with the text of the Old Testament.

3. Enumerate the characteristics of Christ's church and people as described by Isaiah.

4. By what figures does Isaiah illustrate the work of the Spirit in the conversion of the Gentiles and establishment of the Church?

ST. JOHN'S GOSPEL.

1. What miracles are recorded by St. John? What doctrines are illustrated in our Lord's discourse upon those miracles?

2. What are the chief points of difference between our Lord's discourse in St. John's Gospel and those recorded by the other Evangelists?

3. Into how many portions may this Gospel be divided? Describe accurately the contents of one of those portions.

4. Analyse, and quote some verses from, the last discourses addressed by our Lord to His disciples.

THE ACTS OF THE APOSTLES.

1. Quote passages which describe the character and habits of the first Christians.

2. On what occasions are these persons named—Ananias, Dorcas, Æneas, Silas, Alexander, Timothy, Mnason, Claudius Lysias, Tertullus, Julius, Publius?

3. Name the places visited by St. Paul on his last journey to Jerusalem, and give an exact account of his address to the elders at Miletus.

4. What arguments are used by St. Paul in his discourses at Lystra, Athens, and before Festus?

EPISTLE TO THE PHILIPPIANS.

1. At what time, and under what circumstances, was this Epistle written? What account does St. Paul give of the character of the Philippians? Quote his prayer on their behalf.

2. Quote passages from this Epistle which connect Christian doctrines with practical duties.

3. What indications of St. Paul's personal character are found in this Epistle? Quote the passages, and compare them with facts recorded in the Acts of the Apostles.

EPISTLE OF ST. JAMES.

1. What are the general characteristics of this Epistle? Prove your statement by quotations, or analysis of its contents.

2. What are the chief doctrinal points discussed in the Epistle? How is the statement of St. James concerning justification reconciled with St. Paul's doctrine?

3. Explain and illustrate the following expressions—Father of lights, perfect law of liberty, pure religion, royal law, be not many masters, the end of the law.

PAPERS FOR THE SCHOOLMASTER.

No. 152.

OCTOBER 1, 1863.

Queen's Scholarships.

WE have been requested to give some information to those young persons who will present themselves as Candidates at the forthcoming Christmas Examination. They may require information in regard to their financial prospects, or in regard to their preparation for the Examination. Information of the former kind—which, at this special juncture, would seem to be the most seasonable—we have already given in our last number. We then informed the Candidates that henceforth the various Colleges had found it necessary to require a small payment from the successful Candidates, a very few postponing the commencement of this charge for one year. The payment will, in most cases, take the shape of an admission or preliminary fee, covering all expenses for the two years. We pointed out in our last number that in future the Schoolmaster and Schoolmistress will be benefited by the working of that part of the New Code which will prevent the over-stocking of the market.

It is to be hoped that there will be no insuperable difficulty in raising the sum of £10, from *friends* or *patrons*, by *gifts*, or, in extreme cases, by *loans*. Such friends, especially parents, will feel that they are making an honourable sacrifice, and paying a reasonable contribution towards the education of the pupil. Where there is a difficulty in raising the whole amount from this source, the local patrons of religious education should be canvassed, upon the plea, not only of encouraging a youth nurtured in their own Schools, but also of extending support to the Normal or Training School; which,

after all, are the fountain-heads of public elementary education, and which for the sake of their own local Schools they have the highest interest in supporting. The Normal School may be represented to such patrons of popular education as possessing a claim for an occasional donation, given in this shape to a meritorious Pupil Teacher, in lieu of annual subscriptions which they may never have contributed.

We have still less difficulty in furnishing hints respecting preparation for the Examination for Queen's Scholarships. Faults of composition, arising from want of practice and insufficient reading; and faults arising from undigested knowledge, stand forth conspicuously, demanding correction. Of late years, ignorance of grammar has been greatly on the increase. A desultory way of teaching it accessorially to reading books is to blame for an acknowledged defect. So long as no other language is taught, it is necessary to learn the subject more technically than it is at present, and, with that view, to master some approved grammar. As questions upon the Latin Grammar are now set to Students in male Training Colleges of the first year, it will be wise to know something of the subject before admission. For improvement in English we recommend a very close study of the notes on Wordsworth, which have appeared, carefully prepared, in this year's numbers of this periodical. The Lecture Room Notes upon St. Luke will be of equal service, and prove of great help to Candidates for Queen's Scholarships. In the case of Church Schools, the Church Catechism and the History and Principles of the Prayer Book should be known. Next stand School Method, History, and Geography. The work prepared by Mr. Gill, or Mr. Morrison, on the first subject; that by Mr. Ross, or Mr. Curtis, on History; and that by Mr. Hughes, on Geography, are amongst the most suitable for the purpose. Messrs. Black, of Edinburgh, have reprinted, from a larger work, a little work on the History and Principles of the Prayer Book, at a moderate price, for the sake of Candidates for Scholarships or Certificates. But the primary and great defect is want of facility in composition, which can only be remedied by practice, combined with more extensive reading of good standard authors.

LECTURE ROOM NOTES.—No. VII.

ACTS OF THE APOSTLES.

Chap. vii. *Stephen's defence*—To understand St. Stephen's address, which is composed of a brief re-capitulation of Jewish history, it must be observed that he seeks to convince his hearers of their sin in rejecting Christ, as well as to defend himself of the particular charge. It is controversial as well as apologetic. The charge was that he dishonoured Moses and the Temple. He shews by explaining the purpose of the Mosaic Dispensation that he honoured both, while the charge of dishonouring them belonged to themselves, who rejected Him whom they pre-figured. He begins with the Abrahamic covenant, and shews that long before Moses God's people existed. So before Moses, and therefore the Mosaic rites, the Twelve Patriarchs were examples of God's people. "His argument is, that the covenant made by God with Abraham was before the Law and the Law before the Temple."* So Moses himself predicted a better prophet like unto himself. From Moses he passes to David, and Solomon who builded the Temple, and reminds them of the words of Isaiah, "the Most High dwelleth not in temples made with hands." From Solomon's days he could see but one long series of persecution and rebellion, which filled him with such strong vehemence and indignation that before he could complete his historic illustration of the same national spirit—"as did your fathers, so do ye,"—he was silenced by the storm of stones. The *historical and inferential* character of the defence increases its difficulty. (2) *brethren and fathers*—brother Jews and fathers of the Sanhedrim; *Mesopotamia*—i.e. the country *between two rivers*, the Tigris and Euphrates. (4) *father was dead*—this statement does not tally with that in Genesis which makes Terah to have survived Abraham's departure full sixty years. (8) *covenant of circumcision*—the covenant whose sign and seal was circumcision, and whose promise was the gift of that land to Abraham and his seed. As St. Paul in Gal. iii. explained that Christ was the real seed, so St. Stephen proceeds to trace it down through the twelve patriarchs to Him whom they had slain, with such deviations as served his purpose of illustrating the rebellious spirit of their forefathers; thus (9) *moved with envy*—applied to the patriarch, is the first instance of this charge. (14) *three score and fifteen*—In Genesis, 70 only are specified, but Stephen, following the Septuagint version, includes the family of Ephraim and Manasseh. (16) *laid in a sepulchre*—viz. at Sychem; this statement does not accord with that of Genesis, as far as Jacob is concerned; nor according to Genesis was the sepulchre at Sychem, but at Hebron, which Abraham bought. It was Jacob not Abraham who bought the ground at Sychem, which however does not seem to be a burial-place. (22) *wisdom of the Egyptians*—Egypt was the cradle of Astronomy and Natural Science. (23—29) further illustrations of their resistance to the Holy Ghost in the time of Moses. (30) *Sinai*—at Horeb according to Exodus iii. 1, but they were two summits of the same mountain; *an angel of the Lord*—the same who is called in the Old Testament "the angel of the covenant," i.e. the Son of God. (33) *put off thy*

* See Bromby's "Church Student's Manual." A. & C. Black.

shoes—a mark of reverence still common in the East. (35) Stephen here insinuates a parallel between their forefathers then and themselves now. As God then accepted Moses who was rejected by their forefathers,—so Christ, the great antitype “whom they refused” was to be in God’s purpose “the Ruler and Deliverer.” (38) mark the *mediatorial* character of Moses. *Lively*—full of life. (39) *would not obey*—a third illustration of rebellion. (41) the *calf* or bull was the usual symbol of idolatry in the East. (43) *tabernacle of Moloch*—thus their forefathers profaned the tabernacle of the wilderness; compare this with the charge against him of profaning the temple. *Moloch*—was a gigantic human image of brass with the head of an ox, hollow so as to admit fire, on whose outstretched arms children were burnt alive, and thus said, “to pass through the fire to Moloch.” (2 Kings xvi. 3). *Remphan*—was the God Saturn. (44) Before the Temple was the tabernacle, which was moveable, so that we should not limit holiness to places, and though (47) *Solomon built*—the Temple, yet (48) remember the warning of Isaiah, “the Most High dwelleth not in temples made with hands.” (See 1 Kings viii. 27). (51) *ye stiff-necked*—The defence of St. Stephen against the charge of blaspheming the Temple, resting upon the statement that holiness is not limited to places, however sacred, exasperates his hearers, and a sudden outburst prevents the finishing of a vehement outburst with which he was about to trace the national wickedness from the days of David, culminating in the crucifixion of Christ. (53) *disposition of angels*—i.e. proclamation. (55) *Saw*—preternaturally was “granted a sight of the Heavenly Temple, while accused of dishonouring the earthly one.” (56) *Son of Man*—an evidence of the glorified humanity. (58) *Saul*—an abettor of Stephen’s murder, refers to the martyr’s speech in Acts xvii. 24, which compare with chap. vii. 48. (59) *Lord Jesus*—a distinct example of prayer addressed to the Son of God. (60) *lay not this sin*—as Stephen was like his Master in the accusation, so also in the spirit of forgiveness. Compare “Father, forgive them.”

ST. LUKE.

Chap. x. (1-16) *Mission of the Seventy*—Differs from that of the twelve apostles in that while that of the latter was permanent and co-extensive with the whole world, this was temporary and limited to the object of preparing the way for the Lord’s journey. This discourse is like the first portion of that to the Twelve recorded in Matt. x. (2) *harvest*—of the Jews. (6) *son of peace*—such as are glad to receive your salutation of peace; *return to you*—as though you had not saluted them. (11) *the dust*—a symbolic action which implied all separation from their sin—(See 1 Kings ii. 5; Acts xiii. 51; xviii. 6.) (18) *Satan fall*—i.e. when first he fell; *as lightning*—in swiftness and in brightness. (19) *serpents*—representing not only deadly things literally but spiritually; *the enemy*—the Great Serpent, as Genesis iii. 15. (20) *names are written*—as citizens have their names enrolled in the city archives. The true cause of joy is not in the negative victory over foes, but in positive glory and bliss; not in casting out devils in Christ’s name,

but in having their own names recorded in the Lamb's Book of Life. (22) compared with (24) shows a gradual limitation of the hearers to whom He speaks. In (18) He addresses the *Seventy*, in (22) the *disciples*, in (24) the disciples *privately*. (25) The spirit of the question was that of *self-righteousness*; the lawyer had done all his sense of duty had prompted, and he was ready to be instructed as to what *more* he should do. (27) Our Lord exposes the *motive* of his boasted works. As in the Sermon on the Mount, He refers from the action to the *heart*. Obedience to the commandments, whether towards God or man, proceedeth only from *love*. This the lawyer confessed in *letter*, but avoided the *spirit* of the confession by limiting the relation of *neighbour*. Our Lord's object in the parable, it must be distinctly observed, was to expand the meaning of the word *neighbour*. (29) *who is my neighbour?*—asked to *justify* himself, by throwing upon our Lord the responsibility of defining the term *neighbour*. (30) the road from Jerusalem to Jericho was so infested by robbers who lay hid in the road-side caves that it was called "the bloody way." (31) *certain priest*—bound by his office and the Law to pity, (Isaiah lviii. 7). (32) *Levite*—under the same obligation to give help as the priest. (33) *Samaritan*—despised by the Jew, shows *compassion*; and what he does, and what the others did not, was the evidence of this *human* principle. He did a neighbour's action, and therefore became a neighbour; did this self-righteous lawyer love a Samaritan? So does our Lord skilfully bring out that "neighbour" means more than selfish relationships, and brings out in contrast with narrow views of family or country, the *human* element; if a *Samaritan*, then *all* men. (34) *oil and wine*—customary remedies in the East. (37) The lawyer could not, in answer, bring himself to say "Samaritan," but yet could not avoid the plain conclusion. Observe, the great lesson taught by the parable is, that every man is every man's neighbour; observe, also, the inverted way in which our Lord brings out the answer that the Samaritan should be content to bring out the duty of loving-kindness to *all*, and to dwell upon the picture as it applies in the background to Jesus himself, *the Man*. The traveller was Man, i.e. Adam or all men,—the bloody way is the *world*,—the thieves are the servants of the Devil, a murderer from the beginning. The *priest* and *Levite* represent the *law* and *sacrifices* of the Old Testament. Christ was He of whom it was said, "Thou art a Samaritan;" the Inn is His *church*, to which He leaves the charge of His own, in His absence.* (38) *village*—viz. Bethany. (40) *cumbered*—the word certainly implies household distraction, but in comparing the two characters it should be remembered that Martha was probably a widow whose house it was. (41) these words do not necessarily convey rebuke, but the lesson of the comparative uselessness of all earthly cares. Compare "Labour not for the meat that perisheth, &c." (John vi. 27). (42) *one thing*—viz. religion. Observe the great lesson taught,—that there are two distinctive characters among Christians, the *active* and the *contemplative*, both equally Christian. While we are warned against the engrossing anxieties of active life, there is no encouragement for deserting them. The

* See Notes of a Lesson on this Parable in Vol. I.

one thing needful may and must actuate us whether in the world or at the feet of Jesus; nay, to do the world's work on religious principle is itself to sit at the feet of Jesus.

NOTES ON WORDSWORTH'S "EXCURSION." BOOK I., LL. 502-598.

No. VI.

502. *Passenger*: means a passer-by.

506. There is often difficulty in parsing the word *but*. The fact is that two distinct words have come to be spelt in the same way, and hence to be confounded. There was a conjunction in old writers spelt *bot*, which was the imperative mood of the Anglo-Saxon verb *bot. an*, to *add*, a word still surviving in our phrase *to boot*. *If* is a like instance of a conjunction derived from a verb. The force of this word, therefore, is very little different from that of the word *and*: indeed, in Wiclif's translation of the Bible it is often used, where the modern translators use *and*. There was also a preposition spelt *but*, a corrupted form of the Anglo-Saxon preposition *butan*, which was exactly equivalent in force to our English preposition *without*, and was a shortened form of *be-utan*, the imperative of the Anglo-Saxon verb *beon-utan*, to be without. This word *but* (pronounced *boot*, and thereby giving indication of the coalescence of the two vowels of *be-utan*) is still in use in Scotland and the North of England, e.g., in the old motto of the Clan, McPherson, "Touch not the cat *but* the glove." This word is found variously spelt, in old English writers, *bute*, *boote*, *bot*, and *but*, and hence soon came to be confounded with the conjunction, which was, as we have shewn, quite another word. The distinctive meaning of the word being thus forgotten an error soon was committed, which has still more obscured its proper force: it came to be used without a precedent negative, exactly as it had been used with, e.g., "*I am but a poor man*" came to be used for the old and correct phrase, "*I am not (or nought) but a poor man.*" In the three instances here in LL. 598, 506, 507, the word *but* is the descendant of the preposition *butan*, and is not the conjunction which is always co-ordinative. It must be remembered, however, that, when a preposition is used with a noun clause as its object, its usage comes exceedingly near to that of a subordinative conjunction. It is often, for instance, exceedingly difficult to say whether such words as *except*, *until*, and *without* are prepositions, or subordinative conjunctions. At all events, it is no violence to analogy to consider the three sentences, *she gave me*, *he was welcome*, and *that it seemed*, as taking each the place of an object to the preposition *but*: and it certainly best agrees with the usage of this word historically traced.

506. *Welcome*—used in most exact accordance with its etymology, *well come*.

506. *But he was welcome*, i.e., without his being welcome, or, *who was not welcome*. As *who* is equivalent to *and he*, so *but he* is a same sort of equivalent for *who not*.

507. *But that*. It is difficult to parse these two contiguous conjunctions. The shortest way is to take them together and call them a compound conjunction. Properly each conjunction brings in a separate subordinate clause; so read, "But

(this thing happened) that she loved him." So taken, "She loved him" is a noun clause in apposition to "thing."

515. The adjective *rathe*, *early*, of which *rather* is the comparative, is still in use in many parts of England. In Pembrokeshire one hears of *rathe potatoes*.

517. As (it would have been fated) if (the purpose had been) to make.....

517. *As if* (she were destined) *to make*.

518. *Being*—a noun derived from a verb,—*adding*, a gerund, or part of a verb which has the force of a noun. Observe this distinction. A criterion which will be found useful is, if the word can take the plural inflection it is a true noun *derived from*, but *not a part of*, a verb. Every verb has a gerund; but every verb has not a noun ending in *ing* derived from it.

519. Even on earth.

522. *Withal*—bears the same relation to *with* in point of usage, as *besides* bears to *beside*. It is the form the preposition takes when used absolutely. A preposition and its object are generally equivalent to an adverb; so that these words, with which the object is omitted, may be treated as adverbial.

523. Analysis. (1) "She with pride would tell | (2) that he was often seated at his loom in summer | (3) ere the mower was abroad among the dewy grass, | (4) in early spring | (5) ere the last star had vanished.

(1) Principal sentence. (2) Noun clause, completing predicate in (1). (3) Adverb clause extending predicate in (2). (4) Noun clause co-ordinate with (2) its subject and predicate understood from (2). (5) Adverbial clause extending predicate in (4).

527. ANALYSIS—

(1) Who passed at evening | (2) they from behind the garden fence might hear his busy spade | (3) which he would ply after his daily work | (4) until the light had failed | (5) and [until] every leaf and flower were lost in the dark hedges.

(1) Adjectival, enlarging sub. of (2) (2) Prin. sent. (3) Adjectival, enlarging completion of Pred. in (2) (4) Adverbial extending Pred. of (3) (5) Adverbial, co-ordinate with (4).

534. *Next* superlative of *near*, adjective to "hope." *To* is unnecessary, as the adjectives "like" and "near" govern cases in the objective requiring objects to complete the sense.

535. *But* is here the co-ordinative conjunction. *I think* is to be treated as parenthetic, i.e., as having no connection in structure with the rest of the sentence, rather than as completed by a noun clause, *you can scarcely bear it*.....

535 *Years*.—Objective case expressing time. *Ago*, corruption of the old word *agone*. Compare v. 661, "Not two months *gone*," and Shakspeare "An hour *agone*."

536. *There came*—*There* is redundant, idiomatically used when the verb is put before the noun, especially in connection with the verb "to be," in the sense of "to exist."

538. *To add*—in apposition with "it."

539. *Plague*—a blow. The existence of this word so applied is a proof that calamities were regarded as chastisements.

539. *Struck*—is now more frequently used as the perf. part. There is a tendency in our language to drop these older forms of the strong conjugation, and assimilate the perf. part. to the form of the past tense; e.g., *loaded* for *laden*.

541. *Then*—an adverb modifying the verbal idea in the noun *wanderer*.

544. As helpless as in a dream.

549. Is *until* a preposition governing *autumn*, or a conjunction introducing the subordinate sentence, *the second autumn [came]*? The former with little doubt.

552. Analysis—

		SUBJECT	PREDICATE	COM. OF PRED.	EXT. OF PRED.
1. In disease he lingered long	prin. sen.	He	linger'd		in disease long
2. And he found	co-ordin. with 1	he	found		
3. When his strength returned	adverb to pred. of 2	his strength	returned		
4. Which he had stored	adj. to subj. in 6	he	had stored	which	
5. To meet the hour.....age	adverb to pred. in 4	that he	might meet	the hour ...age	
6. The little was all consumed	noun to pred. in 2	all the little	was consumed		

554. *To meet*—the false infinitive expressing purpose. Analyse as adverbial clause, as if it stood, "that he might meet."

556. *Infant*—one who cannot speak; used, however, often in a wider sense.

562. *They, &c.*—appos. with "shoals."

563. *Could they.....* The simplest way in English of expressing an hypothesis is to put the predicate before the subject. *As the little birds do [live]*.

568. *Stood*: "would stand," or "was wont to stand." Our past tense marking time indefinitely is equal to expressing frequentative action. Our present tense will do the same—*He writes in a magazine* means *he habitually writes*.

570. *No*—adjective, attributive to "mirth."

571. *Uncouth*—from Saxon *cunnan*, to know; compare *cunning*. Hence uncouth, = unknown, = peculiar, = awkward.

578. Endured, intransitive.

579. The adjective *pettish* would here be more naturally used than the participle.

585. *While*—a noun in objective case expressing time. No need to supply any preposition.

588. *To see*—nom. case, in app. with "it."

591. *Bleed*—infm., the sign "to" being omitted.

593. *Enormous*—*norma*, rule; *e-normous*, contrary to established rule.

598. A mind turning away from the lesson taught.

PARAPHRASE OF HAMLET.—ACT 4.—SCENE 4.

Examples, gross as earth, exhort me :

Witness, this army, of such mass, and charge,
Led by a delicate and tender prince ;
Whose spirit, with divine ambition puff'd,
Makes mouths at the invisible event ;
Exposing what is mortal, and unsure,
To all that fortune, death, and danger dare,
Even for an egg-shell. Rightly to be great,
Is, not to stir without great argument ;
But greatly to find quarrel in a straw,
When honour's at the stake. How stand I then,
That have a father kill'd, a mother stain'd,
Excitements of my reason, and my blood,
And let all sleep ? while to my shame, I see
The imminent death of twenty thousand men,
That, for a fantasy, and trick of fame,
Go to their graves like beds ; fight for a plot
Whereon the numbers cannot try the cause,
Which is not tomb enough, and continent,
To hide the slain ?—O, from this time forth,
My thoughts be bloody, or be nothing worth

Examples, made of gross earth, are here to urge me on. See a vast and expensive army led on by this young prince, whose slight and tender frame contains a spirit swollen with such heaven-inspired ambition as that he holds in absolute contempt the unseen issue of the future, and exposes all that is perishable and uncertain in war, to the risks of ruin and death for the merest bauble. But, in truth, herein consists the essence of true nobility ; when men refuse to stir without great provocation, but yet to find that provocation in a very straw, if but a point of honour be involved. Then look I to my case—here is a father slaughtered, a mother dishonoured ; are not these incentives enough, whether for calm judgment or for passion, and yet I suffer them, one and all, to sleep. These men put me to shame, as I watch them, 20,000 strong, marching to their graves as calmly as they would retire to their beds. And this they do for some unreal fancy or whim of fame, fighting for a miserable plot of this earth, not large enough to hold the armies as they fight, or to cover them when slain. O, henceforth my thoughts, be thoughts of blood, or those beneath contempt.

ANALYSIS.

The latter part may be thus analysed :

1. How stand I then, |
2. That have a father killed, a mother stained,
3. Excitements of my reason and my blood. |
- And let all sleep ? | 4. while to my shame, I see
- The imminent death of twenty thousand men, |

5. That for a fantasy and trick of fame,
 Go to their graves, like beds; | 6. fight for a plot |
 7. Whereon the numbers cannot try the cause, |
 8. Which is not tomb enough, and continent, |
 9. To hide the slain ?

1. Principal sentence. 2. Adjective clause, to subject in (1). 3. Adjective clause, co-ordinate with (2), having subject 'that' understood. 4. Co-ordinate with (2 and 3). 5. Adjective clause, describing 'men' part of the object in (1). 6. Co-ordinate with (4), having subject 'I' understood. 7. Adjective clause, to 'plot' in (6). 8. Co-ordinate with (7). 9. Equivalent to 'that it may hide the slain,' adverbial clause to predicate of (7).

ANSWERS AND CRITICISM OF AN EXAMINATION PAPER WORKED AT A NORMAL SCHOOL.

MIDSUMMER EXAMINATION, 1863.

THE EPISTLES TO THE THESSALONIANS, ACTS I.—XVII., AND LITURGY.

I.

1. What may we gather from the Epistles to the Thessalonians as to the internal condition of that Church ?
2. With what object were these Epistles written ? Can you trace in the Second Epistle any evidence of effects produced by the first ?
3. Mention any statements made in these Epistles which are confirmed or illustrated by other passages of Scripture.

II.

1. What are the chief practical duties to which we are exhorted in these Epistles ?
2. What are we taught in these Epistles as to the doctrine of Christ's second coming ?
3. What truths may we plainly learn from the prophecy in 2 Thess. ii. ?

III.

1. Give the substance of St. Peter's address recorded in Acts iii. and mention what were its immediate results.
2. In what manner did St. Stephen answer the charge brought against him ? Are there any passages in his speech which seem to need explanation ?
3. What lessons for children would you draw from the story of Cornelius, and from that of St. Peter's deliverance from prison ?

IV.

1. Write down the chief incidents of St. Paul's first missionary journey, and draw a rough map to illustrate it.

2. What were the circumstances which led to the council of Jerusalem? State the arguments employed, and the decision arrived at.

3. Give an outline of St. Paul's speech at Athens, and shew its special appropriateness to his audience. Who were the Epicureans and Stoics?

V.

1. By what arguments would you uphold the practice of worshipping God in set forms of prayer? What do you consider the peculiar excellence of our own Liturgy.

LITURGY.

2. Give the history of the three Creeds, and explain, with Scripture proofs, the following sentences:—"Only-begotten Son of God." "Of one substance with the Father." "He descended into hell." "The Lord and Giver of life, who proceeded from the Father and the Son." "The Communion of Saints." "One Baptism for the remission of sins."

3. Point out and explain any technical, or obsolete words and expressions that occur in the Prayer Book.

ANSWERS.

Sec. I. Ques. 1.—*Object of the First Epistle.*—To discover the object of St. Paul's first Epistle to the Thessalonians we must be acquainted with the events which led to the writing of it. St. Paul had visited Thessalonica during his second apostolic journey. Silas and Timotheus were with him on his visit. Finding it improbable that he should return to Thessalonica, he sent back Silas and Timotheus to the church at Thessalonica. Timothy came back to him at Corinth. The accounts brought to St. Paul of the progress and condition of the church led to his penning this epistle. His object therefore was to express his thankfulness and gratitude that "their faith was spoken of" in Macedonia, and even to the uttermost parts of the earth,—to express his confidence that they would continue in their Christian "walk" and "labour of love,"—to express his great desire to visit them,—to comfort them in the persecutions which they would be called upon to suffer for "righteousness sake,"—to exhort them to an "orderly" walk and to the practice of Christian duties, and finally to encourage them with the hope of "a glorious resurrection."

Object of the Second Epistle.—The first epistle had been the means of creating a wrong impression concerning the "time" of the coming of the Lord. The teachers had exaggerated what St. Paul was understood to mean concerning the time of the resurrection, and as an inference of St. Paul's teaching, had led the people away with the idea that the coming of Jesus Christ would be in their own times. St. Paul's object in writing this second epistle was therefore to correct this false impression, which he did by predicting the appearance of "the man of sin," "the mystery of iniquity," before the coming of Christ.

The Effects produced by the First Epistle as traced in the Second.—We learn from the second epistle that the impression mentioned above was created by his first epistle. St. Paul mentions his own letter among the means by which they probably were influenced—"or by letter as from us."

We learn that some had neglected the ordinary duties of life in anticipation of "the end:" they had begun to "walk disorderly." Hence St. Paul exhorts them in this epistle to various Christian duties, and wishes them to withdraw themselves from "such as walk disorderly" though "to admonish them" as brethren.

Sec. II. Ques. 2.—The chief points we learn from the Epistles to the Thessalonians concerning the Resurrection are—

- I. *The Lord Jesus will be the Judge*—"The Lord Jesus shall be revealed from Heaven" by that man whom He hath ordained.
- II. *The hosts of Heaven will accompany Him*—"With all His holy angels.
- III. *The time of His appearance is uncertain, and will be sudden*—"The day of the Lord cometh as a thief in the night." Hence St. Paul exhorts the Thessalonians to watchfulness.
- IV. *Both "quick" and dead will be judged*—"We which are alive at His coming."
- V. *The Saints will be the first fruits of His resurrection*—"The dead in Christ shall rise first."
- VI. *The punishment of the wicked*—"Taking vengeance (a) on them that know not God, (b) that obey not the Gospel of our Lord Jesus Christ."
 (a) *The heathen.*
 (b) *The unbelievers.*
- VII. *The reward of the righteous*—"Then shall we be caught up in the air to meet the Lord."
 "We shall ever be with the Lord."

Sec. III. Ques. 2.—*The Charge* brought against Stephen was that he had blasphemed Moses and the Temple.

Stephen answered the charge by recapitulating the whole of the Jewish History from the time of Abraham up to the time of Solomon, showing—

- (1) That so far from dishonouring Moses and the prophets, he was aware of all the actions of Moses and the prophets up to the time, and revered them.
- (2) That so far from blaspheming and dishonouring the Temple of God, he paid the highest reverence to it, tracing the history of their religious worship from the tabernacles in the wilderness till the time when "Solomon built Him an house."

It must be remembered that St. Stephen had a controversial as well as an apologetic aim. Hence we find him tracing through the Jewish History the various instances of rebellion against, and resistance to, the Spirit of God. St. Stephen concludes by a sharp and pointed attack on his accusers as the representatives of the unbelieving Jews of previous ages, "Which of the prophets have your fathers not stoned." He then goes on to lay upon their heads the guilt of the crucifixion of the Saviour. They *falsely* charged him with dishonouring the *Temple* and *Moses, the lawgiver*, under the Old Dispensation. He charges them with crucifying Him by whom the *Temple was sanctified*, and by whom *grace and truth* came.

There are several passages in St. Stephen's apology which require *explanation*. These passages occur in the historical portion of his address. Thus there appears

a difficulty in the dates which St. Stephen gives, but this is very unimportant and may be easily explained. Again, St. Stephen gives wrong information concerning the burial place of the Patriarch Joseph. He confounds the purchase of the Field of Macpelah with the Field of Hamor. Several explanations of this have been attempted by various commentators, all with more or less success.

Many of the difficulties may be accounted for by the fact that St. Stephen was an Hellenist and derived his information from the Septuagint version.

Sec. IV. Ques. 3.—*St. Paul's Speech at Athens.*

Outline. St. Paul commences his speech by informing them that they were over religious—"Ye men of Athens," said St. Paul, "I perceive that in all things ye are too superstitious." He then refers to the existence of the wish on their part to know the "unknown," and informs them that that God which had hitherto been unknown to them should be that day declared to them through his own mouth. He then declares to them "the God that made the world and all things therein," showing them the dependence of all men upon Him for "life, breath, and all things." "In Him," said Paul, "we live and move, and have our being." He then speaks of the plan of salvation, directing their attention to Christ, the Son of this Almighty, whom he had declared, and by whose resurrection we have life eternal.

Its appropriateness.—This speech—the finest specimen of eloquence in the Acts of the Apostles—was specially appropriate to St. Paul's hearers. The Greeks had lost their warlike character, and, instead of this, had become noted for their excellence in philosophy and oratory. Novelty was their great attraction. Whatever was novel, its very novelty was a sufficient recommendation for the Greeks to devour it with avidity. Hence St. Paul adapted his language and style of address to the philosophic tendency of their minds, and to their love of novelty. A comparison drawn between the language of St. Paul to the poor and unlearned Thessalonians, and this address to the Athenians will show its adaptation to the educated minds of the Athenians. Whilst to the one his discourse is simple and easily understood, the address to the other is deep and well suited to minds fond of thought. The speech, too, was appropriate to the different kinds of men which composed the audience.

Epicureans.—Were a class of Greeks which corresponded to the Sadducees among the Jews. They were the *materialists*.

Stoics.—Were the class which, among the Greeks, corresponded to the Pharisees. They saw the "Great Spirit" in everything. Every thing *was* God in itself.

Sec. V., Ques. 1.—ARGUMENTS UPHOLDING FORMS OF PRAYER AT PUBLIC WORSHIP—

I. *Forms of Prayer of Divine Institution*—Forms of prayer existed in the old Jewish ceremonial. There were certain parts of the service, both of prayer and praise, that were fixed in matter and form. Again, the great model for Forms of Prayer was given to us by our Lord in the Sermon on the Mount. Doubtless our Lord ordained its use, "When ye pray say"—"After this manner pray ye."

II. *Forms of Prayer existed in the earliest ages of the Church*—Forms of Prayer can be traced back almost to the time of the Apostles. Hence

we conclude that Forms of Prayer were not unknown even in the Apostles' time. The Prayer of St. Chrysostom is of ancient origin.

- III. *Better forms of expression are secured*—By examining any part of our Liturgy and comparing it with any extempore prayer, the superiority of the former in expression will be at once evident. Though not casting aside the outpourings of the heart in words dictated by the desires, yet for public worship the prayers with the best modes of expression are preferable.
- IV. *Provides an effectual remedy against the inability and fluctuating mood of Ministers*—Public prayer may be to some—even to the best of men—difficult. In that case the congregation may be said to suffer from the inability of the minister. Forms of Prayer remedy this by putting into the hands of the minister certain forms of expression which, perhaps, he otherwise would be incapable of using. He and the congregation benefit by the labours and abilities of others.
- V. *The petitions or subjects of prayer not entirely in hands of minister*—Certain prayers are fixed. The congregation is aware of the nature of the prayer about to be offered. An important advantage.
- VI. *Forms of Prayer are not unfavourable to devotion*—On the contrary, for reasons contained in the above-mentioned points, I consider them favourable. The objection of dissenters against all "Forms of Prayer" may be met by the fact that they themselves have Forms of Prayer in the shape of Hymns and Psalms for singing.
- VII. *By means of Forms of Prayer a good order and arrangement is secured*—This is best seen by reference to our own Book of Common Prayer.

EXCELLENCIES OF OUR LITURGY—

- I. *It is adapted for all classes*—Rich and poor, old and young, believers in every stage of Christian progress, find prayers there adapted to their wants.
- II. *Its prayers, &c., are well written and arranged*—The beauty of our Service cannot be exaggerated; more especially is this to be observed in our Collects.
The arrangement of the Prayers, &c., is favourable to Devotion, Illustration, Sentences, Exhortation, Confession, Absolution.
- III. *There are Prayers for all states and conditions*—Worshippers, whatever may be their special subject for prayer may find prayers to express their wants. The sailor, the soldier, the absent, the sick, are made the subjects of prayer.
- IV. *Prayer and Praise are well commingled.*
- V. *The Prayers, &c., are simple*—Their simplicity forms their beauty.

CRITICISM.

The paper is a highly creditable one, and satisfactory in almost every respect. Faults are principally those of inaccuracy, or imperfections, which are noted as follows:

Sec. I. (2). Silas, as well as Timothy, is incorrectly said to have been sent back to Thessalonica. "The teachers had exaggerated what St. Paul was understood to mean," is, to say the least, an awkward expression.

Sec. II. (2). Is well answered and accurately arranged. Under 3 the *suddenness*, as well as the *uncertainty*, of Christ's coming should have been stated.

Sec. III. (2). This answer contains a very fair summary of St. Stephen's address. In the examples of Jewish history cited by Stephen he had a deeper purpose than to prove the national spirit of rebellion in successive ages. He shews that a covenant existed in the days of Abraham, *before* the days of the Temple or the Mosaic rites. The twelve patriarchs lived before the law, and the law was given before the Temple. Moses himself foretold a higher prophet. Solomon, indeed, built the Temple, but he reminds them of Isaiah's words that the Most High dwelleth not in material temples. His zeal is now kindled as he calls to mind the ages of persecution of God's prophets, terminating in the crucifixion of Christ. We observe the writer uses "stoned" instead of "crucified."

He speaks of difficulties in regard to *dates*; we might add "numbers" also; e.g. "threescore and fifteen souls," compared with Gen. xvi. 27. He omits the difficulty in respect of the duration of the captivity. For the burial place of "Joseph" read "Jacob." The expression "St. Stephen gives wrong information," is scarcely admissible in regard to one who "was filled with the Holy Ghost." More space should have been given to the explanation of the difficult passages. The last paragraph of the answer cannot be regarded as satisfactory as the first.

Sec. IV. (3). The writer has not made sufficient allowance for the unsatisfactory translation "too superstitious." The English reader is thus led away from the Apostle's purpose of commending the Athenians for their extreme attention to religion while he proceeds to show its *mis-direction*. His object, as in other places, was to gain a favourable hearing while he revealed to them the Unknown God. The *appropriateness* of the address to his hearers, as *Athenians*, is well shown, but not to them as *Stoics* and *Epicureans*. Thus he recognises a certain truth in the *Pantheistic* doctrine of the former "In Him we live," &c., but at the same time rebukes the Pantheistic theory of man's independence of God, and the dependence of God upon destiny. The Epicurean notion of the soul's *materialism*, as well as the Stoic doctrines, are opposed by the Apostle's revelation of the Resurrection. Once more the whole Polytheistic boast of a separate origin is rebuked by the words "He hath made of *one blood*," &c.

The distinction given between the Stoics and Epicureans is too vague.

Sec. V. (1). This is a clear and comprehensive answer. In 1 it should be added that the Lord's prayer was given in answer to the apostles' apparent request for a model of prayer. In 3, after "inability of ministers" add "fluctuating mood," as constituting another element of weakness in public extemporaneous prayer. To the arguments in favour of a prescribed form might be added that it *removes all temptation* of becoming critical *hearers* instead of humble *worshippers*.

ON THE METHOD OF TEACHING HISTORY PURSUED AT THE HOME AND COLONIAL INSTITUTION.

The necessity of some kind of material representation to aid in teaching History has long been acknowledged ; witness the numerous "streams of time," "chronological trees," &c., &c., which have from time to time been published. A recent article in the "Times" has brought the question prominently before the public, and on the principle that we should try and say the right thing at the right time, the present opportunity seems a good one to lay before our readers a brief description of a system of "material representation" which has been pursued with some success in teaching history to the Students of this Institution.

If we take the run of ordinarily educated people it will, we believe, be found on examination that their knowledge of History is far less definite in its character than their knowledge of Geography. Let us illustrate our meaning. Suppose, for example, that in the course of conversation the names of "King John," "Edward III.," or "Henry V." are mentioned, a vague notion immediately arises in the mind about certain sovereigns of the middle ages ; and, possibly, by the association of ideas, Magna Charta, the battles of Cressy and Agincourt will connect themselves with the respective names of these monarchs ; but even if this should be so, there will be an absence of all definite conception as to the length of each reign, its relative position in its own century, its general character, whether peaceful or warlike, and so forth. Turn, on the other hand, to Geography, and put this branch of knowledge to the same test ; mention the words "Russia," "Italy," "Ceylon." Instantly the same mind will be filled with clear and definite notions about a large continent, a curiously shaped peninsula, or a moderately sized island—the relative position and size, as well as the particular outline of each is immediately suggested ; and on a little reflection, conclusions as to climate, facilities for commerce, general character of inhabitants, &c., &c., necessarily follow. Why should this difference exist ? Why have we cloudy ideas in one branch of knowledge, and clear and defined ideas in the other ? The answer is easy. We have been accustomed from infancy to the use of maps when learning Geography, the sense of sight has been called to our assistance, the faculty of observation has done its work, and clear perceptions of truth have been thus gradually and indelibly imprinted on the mind. The teacher has been able to call constantly to his aid material representation. History, on the contrary, has been learnt in the abstract ; the recollection of isolated facts may be vivid, but the general chain of current events, with their mutual connexion, is weak and shadowy, and the invaluable lesson of cause and effect is consequently lost. May we not point to this circumstance as a proof of the soundness of the Pestalozzian principle, "Use the organs of sense to develop the faculties of the mind."

Admitting this, the question arises, How can we meet the difficulty in teaching History ? In fact this inquiry has been continually forcing itself upon the minds of teachers. In the year 1848 the attention of teachers was particularly directed to the subject by Mr. Ogle, for many years one of the teachers of the Society, and subsequently the proprietor of a private school, which has attained great celebrity. In a

very interesting and instructive address delivered at the Half-yearly Teachers' Meeting, he laid it down as an universal principle, that "we cannot have a proper knowledge of any *part* of a subject unless we first know how that part is related to, and connected with, the *whole* to which it belongs." In applying this principle he showed how all history must find its origin and foundation in the Bible; and consequently, that English history is to be treated only as a part or branch of the history of the world. To accomplish this a very comprehensive view of events must at first be laid before the pupil—minute details being omitted in the beginning, and left to be filled in afterwards. "In the case of linear drawing," says Mr. Ogle, "we do not at first aim to attain exactness in shading; on the contrary, in order to be successful, we begin with a sketch or outline. Every good draughtsman will tell you that it is not desirable to begin by perfecting a small portion of the drawing. In like manner in the case of history, we should begin with a chronological sketch, and adopt some such plan as I have pointed out for gradually filling up the outline." In order to give this outline of general history, the following method is proposed:—The stream of time is to be divided into periods of 1000 years. Four periods mark the interval between the creation of the world and the coming of our Lord. With the first period of 1,000 years the name of Adam is of course most prominently associated. Noah, who, as the second father of the human race, may be called another Adam, stands connected with the second period. Abraham, the founder of the Jewish nation and the father of the faithful, is presented to us about the beginning of the third period. And the fourth period opens with the name of Solomon, under whom the Israelites reached their highest pinnacle of glory. The antiquity of God's ancient people will thus become very apparent when it is seen that the history of the Assyrian, Grecian, and Roman Empires lies chiefly compressed in this last period. Passing into the Christian Era, it becomes advantageous to adopt a sub-division of each 1,000 years, and portions of 250 years are recommended as affording an approximation to remarkable events. About 250 years after Christ, Christianity was first established in England. 500 A.D. brings us to the establishment of the Saxons in Kent; 750 to the general spread of Christianity throughout England; and 1,000 to England's first connexion with Normandy. 250 years later we have the important institution of popular Government more fully developed, by the appearance of our modern House of Commons. With the year 1500 may be associated the great movement of the Reformation, and 1750 marks the last effort of the hereditary House of Stuart, and the final establishment of our present reigning family. Having thus given the outline or comprehensive survey of history generally, and introduced England as only a part of the whole, the student may proceed to fill up the shading and details; in fact we divide the history of the world as we do the surface of the world, first into its great portions of Europe, Asia, Africa, and America, and then, sub-dividing these again, we finally fill in detail. It is to the accomplishment of this last-named object that we especially invite the attention of our readers, and for this purpose we proceed to describe a method used in the Institution which appears to be simple in its construction and capable of adaptation to the history of any country.

A page of ordinary foolscap paper is taken to represent a century. Down the middle of the page three parallel columns are ruled; that in the centre being very

narrow, those on either side about a third of an inch in width; the figure thus formed has the appearance of an elongated thermometer, without the bulb. The centre column (corresponding with the glass tube in the thermometer) is the scale by which the other two are measured. It indicates time, and is divided into twenty equal parts, each division being about half an inch in length, and representing a period of five years. These twenty spaces in the aggregate make up a century, and they are made alternately black and white to help the eye. In the left-hand column portions are marked off equivalent to the length of each sovereign's reign, the measurement being strictly governed by the centre column; these spaces are coloured alternately red and blue, merely for greater distinctness, as in the parallel case of countries represented in maps. In the right-hand column periods of peace and war are marked off on the same principle—foreign wars being coloured red, civil wars yellow, and peace left white. Events are then written on either side of the chart opposite to their proper dates in the centre column.

It is obvious that when a century is thus mapped out before the eye, distinct ideas may be acquired without much trouble; a glance at the left-hand column will show at once the number of sovereigns who reigned during that century, the length of their respective reigns, and the period of the century in which they lived. From the right-hand column we learn the character of each reign, whether peaceful or warlike, as well as the duration and nature of each war, whether foreign or civil. The student turns from the chart to his history, with his attention directed into something like a fixed channel; for instance, in the long and peaceful reign of Henry III., occupying the middle of the thirteenth century, he will study principally domestic events; in the long and warlike reign of Edward III., occupying the middle of the following century, he will inquire more particularly into foreign affairs, and the great battles of the middle ages. Other advantages will become apparent as the charts are brought into use, such as the association of the date with the particular position of the event on the chart. John, James I., Anne, lie at the top of their respective pages, hence their dates come early in the century; the three Richards, on the other hand, will be found at the bottom of their pages, therefore high figures are necessarily attached to their names. Leading events come out constantly in the same parallel of latitude (if we may so express it), such as Magna Charta, 1215; Battle of Agincourt, 1415; Battle of Waterloo, 1815; all found in the same part of their page. And, again, treating each page as a whole, an opportunity is afforded of taking a general view of a century; as in the 16th century, the development of religious liberty; in the 17th century, the development of civil liberty; in the 18th century, the development of our Colonial Empire.

This system, devoid of complication, is applicable to any history, and will be found especially useful in disentangling the perplexity which is invariably experienced in the relative connexion of the kings of Israel and Judah.—*H. and C. School Society's Educational Paper.*

Notices of Books.

Chronological and Genealogical Tables, illustrative of English History. By J. C. Curtis, B A. Simpkin, Marshall, and Co.—The chronology in this book is that only of battles, sieges, and treaties, arranged in a tabular form; the genealogy includes, in addition to the sovereigns, that of three or four distinguished families. For those who are seeking information on these points, Mr. Curtis's work will be found serviceable.

Prayers for the Sick and Sorrowful, framed out of the Psalms. By J. B. Marsh. Simpkin, Marshall, and Co.—The prayers, as arranged in this little manual, are carefully framed and full of comfort. The idea is a happy one, and the execution of it worthy of commendation.

Educational Intelligence.

LIVERPOOL CHURCH TEACHERS' ASSOCIATION.

The members of the above held their monthly meeting at St. Augustine's Schools, on Saturday, Sept. 12th, Mr. Hampton, the President, in the chair. Prayers having been offered, Mr. Watkins, of All-Saints' School, read a paper on the Life and Writings of Thomas Hood, with extracts from his works. Mr. Sharp, of St. Jude's brought before the notice of the assembled teachers a scheme for the registration of Scholars wishing to leave school in search of situations. It was originally proposed by a merchant of this town, and is designed to assist employers in search of boys, and also to prevent the waste of time and other evils accruing from more irregular modes of seeking situations. It was proposed to unite the schools of the town so as to have a registry, including the scholars of all.

The following resolution was proposed by a member, and passed unanimously :—
 "That this meeting, while recording its grateful sense of the goodness of Almighty God, as shewn in the abundant harvest, now nearly gathered in, deems it meet and right that its members should severally during the present month, by special lessons and suitable hymns, endeavour to raise in the minds of their scholars a devout and thankful recognition of the same."

A paper on Dr. Samuel Johnson will be read at the next meeting.

GENERAL ASSOCIATED BODY OF CHURCH SCHOOLMASTERS IN ENGLAND AND WALES.

The Committee of this Society are making the necessary arrangements for holding the annual meetings at Derby on Tuesday and Wednesday, December 29th and 30th.

The Committee invite the co-operation of all teachers or managers of schools which *have been or may be examined* under the Revised Code in obtaining some correct data of the results of the recent changes made by the Privy Council. Teachers would aid in this work if they would kindly send to the General Secretary of the Associated Body—(Mr. Graves, of Lamport, Northampton)—information on the following points :—

- (1).—Average receipts of last three years from Government grants to schools.
 - (a). To general funds, (b) to principal teachers, (c) to pupil teachers.
- (2).—Total receipts under new code.
- (3).—Pecuniary results to principal teacher.
- (4).—“ pupil teachers.
- (5).—Alterations in staff of teachers.
- (6).—Number of scholars in school.
- (7).—Amount of endowment (annual).

By furnishing correct information on these particulars, something may be done towards providing a just standard of the results of the code which it is very desirable should be generally and correctly ascertained before the next session of Parliament.

OLD SCHOLARS' ASSOCIATION.

(Continued from the August Number.)

The annual meeting in January has been usually invested with greater interest and attended by larger numbers. On these occasions we have invited, and have been honoured with the presence of gentlemen of experience in education.

At the January meeting of last year (1862), a most laudable effort was made by our young people to render their gathering both useful and attractive. At the repeated suggestion of their secretary, they resolved to bring together a collection and exhibition of objects of curiosity in nature and art, and especially such as would be illustrative of manufacturing processes. A circular letter, detailing the plans and classifying and enumerating the objects, was sent the previous November to all members who could be reached. Being an untried experiment it was difficult to foresee the issue. But the project was as manfully carried forward as it had been boldly launched. The result took everyone by surprise. On the evening of the meeting the ordinary aspect of the room could not be recognised. The walls were covered with scientific diagrams, rare prints and views, and original drawings and paintings. On three broad tables, covered with crimson cloth, and ranging nearly the whole length of the spacious room, were laid the contributions which, as the hour for final reception closed, came in faster than they could be disposed of. They were arranged in departments, each under an appointed custodian who was charged with the additional duty of explaining what he had to exhibit. The collection included a lithographic printing press, turning off impressions of a new song by an old scholar; specimens illustrating the art of book-binding; a model steam engine; a silk loom; specimens of processes in cotton manufacture; candle manufacture; pottery, the manufacture of Enfield and other rifles; also a large number of antique and rare

books, prints, and coins ; cases of stuffed birds and quadrupeds ; botanical specimens ; shells and minerals ; and a large and various collection of Indian, Chinese, and other art productions.

Later in the evening the business of the annual meeting was transacted, and addresses by educational friends were delivered. The room was thronged with visitors—the old scholars and their friends—all invited by private circular. Thus passed perhaps the pleasantest evening the walls of our school-room ever witnessed, the only but universally expressed regret being the lack both of time and space to view the numerous objects brought together. It is very pleasing to add that though the admissions were free and the expenses considerable, yet through the liberality of the members there was no deficit, but a surplus on the undertaking.

The subsequent appropriation of that surplus would supply material for a chapter by itself. Suffice it to say, it was made the nucleus of a "Fraternity Reward Fund," for the presentation at each annual examination of at least two prizes to the most proficient boys in the school. The first presentation took place in connexion with the examination in December last, and another is announced for the next. The effect on the boys was apparently more stimulating than that of all the other prizes put together. I have ventured at the risk of being tedious or egotistic to describe these results, because I regard them as the happy fruition of very small and long-hidden germs—and to commend to my fellow-teachers that which I have found so facile and recompensing a means of their development. I might prolong the story by telling of many other happy results of our Association. About four years ago, when it had been resolved at considerable outlay to remodel the old school-room, a circular was issued, from which the following is an extract :—

"DEAR FRIEND,—After years of anticipation, you will rejoice to hear that our old school-room has been re-constructed to meet the great and various difficulties so long felt. Great and various difficulties have been overcome, and from having been a mere barn-like structure it is at length become the most commodious room in the neighbourhood.

"None can better appreciate the improved condition of the room, its healthier means of warming and ventilation, its boarded floor and plaster ceiling, its classrooms and galleries, than those who passed their earlier years under its former open rafters, surrounded by its bare brick walls, standing upon a cold stone-floor, &c."

The pecuniary result of this appeal, which, however, did not include all the contributions of old scholars, though not large, was very satisfactory.

Among other benefits I may mention the mutual help which this bond of union has facilitated. Many instances have occurred in which sickness of members or their families has elicited sympathy, condolence, and help ; others, in which they have helped each other to employment. The formation of friendships and companionships has been promoted in a happy degree, which, in cases of separation by emigration, &c., have been kept up to a large extent by correspondence. By this means, as well as by the intercourse, essays, and lectures of the meetings, a large degree of mental improvement, progress in knowledge, and skill in composition, has been promoted. Their mutual inquiry after each other's welfare and belongings, as well as their renewed contact with their former master at the meetings, has not only stimulated their efforts to get on in the world, but has no doubt put them on their guard to

maintain an unsullied reputation. And very rarely has it been our lot to mourn over any departures from rectitude among duly recognised members. I have strong reason to believe that some have become members of churches and Sunday-school teachers, while many more have been imbued with religious sentiment and confirmed in virtue as the result of our intercourse.—*British and Foreign Educational Paper.*

Correspondence.

FIRST PAYMENT UNDER THE REVISED CODE.

Boston, 19th September, 1863.

Sir,—For the information of your readers I enclose you a statement of my receipt for teaching drawing in my school the past year. Having passed in three of the subjects towards obtaining the drawing certificate under the Old Code, I received the sum of £2. During the last two years I have supplemented the teaching of the Art Master, and this year under the Revised Code have received the sum of *twelve shillings*, so that I lose seven-tenths of my drawing augmentation. Had I passed in four of the subjects towards the drawing certificate, and become entitled to £5 by the Old Code, under the Revised Code I should only have been paid twelve shillings; or suppose I had obtained the drawing certificate for the £5 under the Old Code, I should have been entitled to £1 4s. under the Revised Code.

Another master in this town has received 5s. under the Revised Code, for supplementing the teaching of drawing by the Art Master, whilst under the Old Code he was paid £1.

I trust if any other teacher has received a payment under the Revised Code, he will not fail to communicate to you the result, comparing it with the Old Code.

I am, sir, yours &c.,

W. G.

16th September, 1863.

Sir,—I should like to see the following equation solved in your valuable paper :—

$$\begin{aligned}x^2 + y &= 51 \\y^2 + x &= 11\end{aligned}$$

I am, yours,

S.

London, Sept. 11, 1863.

Sir,—I should like to see in the next issue of "Papers for the Schoolmaster," the following communication, and your comment on the conduct of the Teacher whose examination is referred to.

On enquiring after the absentees to-day, I find that three are attending, yesterday and to-day, the annual examination of the school *which they left seven weeks ago*, to come to this school, where they have been since.

Yours truly,

PATRIE.

[Our comment is very simple. The terms of the Revised Code either allow this arrangement or do not. The fact can be easily ascertained. If the trick complained of be unlawful, it should be exposed in the right quarter, and the consequences should fall upon the guilty.—ED.]

Morice Town, near Devonport, Sept. 18th, 1863.

Sir,—Enclosed are solutions of the second and third questions required by "John" in your CL. "Paper."

Yours, &c.,

VERNAK.

(2)

Since circles are to each other as the squares of their diameters or radius, as $1 : \frac{1}{2} :: 20^2 : \text{square of radius of } \frac{1}{2} \text{th of stone}$; or extracting the root of each term,

$$1 : \sqrt{\frac{1}{2}} :: 20 : \sqrt{200} = 14.832397.$$

$$1 : \sqrt{\frac{5}{20}} :: 20 : \sqrt{111} = 10$$

Then $20 = \text{radius of whole stone}$

$$- 14.832397 = \text{radius of } \frac{1}{2} \text{ do.}$$

$$5.167603 = \text{part of diameter ground by the first;}$$

$$\text{and } 14.832397 - 10 = 4.832397 = \text{do. by second;}$$

$$\text{and } 10 = \text{of third.}$$

(3)

Since similar cones are to each other as the cubes of their altitudes, supposing one to be the altitude of the cone, we have—

$$1 : \frac{1}{3} :: 20^3$$

$$\text{or } {}^3\sqrt{3} : 1 :: 20 : \frac{20}{{}^3\sqrt{3}} = 13.8672 = \text{altitude of upper part.}$$

$$\text{Also } 1 : \frac{2}{3} :: 20^3 :$$

$$\text{or } {}^3\sqrt{1} : {}^3\sqrt{\frac{2}{3}} :: 20 : 20 \cdot {}^3\sqrt{\frac{2}{3}} = 20 \cdot {}^3\sqrt{18} = 17.4716$$

$$\text{from which take } \frac{13.8672}{3.6044} \text{ we get the altitudes of middle part.}$$

$$\text{And lastly } 20 - 17.4716 = 2.5284 = \text{alt. of lower part.}$$

Glasgow, 17th September, 1863.

Sir,—I beg to forward a solution of arithmetical question given by "Omicron," page 170.

I should feel much obliged if some one of your correspondents would give a solution of the enclosed question.

I subjoin a solution, which I fear is somewhat *round-about*.

I am your obedient servant,

M. W.

Solution of question proposed by *Omicron*, page 170.

£3179 11s. 8d. $+100 \div 4 =$ £3204 11s. 8d., and £3204 11s. 8d. $- \frac{1}{8}$ of itself = £2958 1s. $6\frac{1}{2}$ d. his worth at the end of three years; then £2958 1s. $6\frac{1}{2}$ d. $+100 =$ £3058 1s. $6\frac{1}{2}$ d. and £3058 1s. $6\frac{1}{2}$ d. $- \frac{1}{4}$ of itself = £2293 11s. 2d. worth at the end of second year; again, £2293 11s. 2d. $+100 =$ £2393 11s. 2d.; and this $- \frac{1}{4}$ of itself = £1795 3s. $4\frac{1}{2}$ d. worth at end of first year; now £1795 3s. $4\frac{1}{2}$ d. $+100 =$ £1895 3s. $4\frac{1}{2}$ d., and this $- \frac{1}{4}$ of itself = £1421 7s. $6\frac{1}{2}$ d. what he had at beginning.

"If 36 oxen eat up the grass of 10 acres in 4 weeks, and 21 oxen eat up the same in 9 weeks, how many oxen will it maintain for 18 weeks, supposing the grass to grow uniformly during the time? Ans. 15 oxen."

SOLUTION WITH EXPLANATION.

If 4 weeks be taken by 36 oxen to eat the grass of 10 acres, how many weeks would be taken by 21 oxen to eat the same, supposing the grass *not to grow*?

$$21 : 36 :: 4 : 6\frac{2}{3} \text{ weeks.}$$

They would take $6\frac{2}{3}$ weeks, but in consequence of *the growth of the grass* it takes them 9 weeks. Now the growth of the grass is estimated in this way. Suppose that the grass in a field of 10 acres is 2 inches long, and that in a week it grows other 2 inches. This would just be the same as *two* fields of the same size, with the grass 2 inches long. So that if a number of oxen could eat the grass in a week, provided it *did not grow*, it would serve the same number two weeks *in consequence of its growth*. Or to vary the conditions—If 10 acres serve them a week, how many would serve them two weeks? It would take 20; and therefore the growth of the grass is equal to 10 acres a week. We have found that 10 acres serve the 21 oxen $6\frac{2}{3}$ weeks, then how many would it take to serve them 9 weeks?

$$6\frac{2}{3} : 9 :: 10 : 13\frac{1}{3} \text{ acres.}$$

The growth of the grass is therefore equal to $13\frac{1}{3} - 10 = 3\frac{1}{3}$ acres; and this increase takes place in $9 - 4 = 5$ weeks. We next find what would be the increase in $(18 - 4) = 14$ weeks.

$$5 : 14 :: 3\frac{1}{3} : 8\frac{2}{3} \text{ acres.}$$

The 10 acres are therefore equal to $18\frac{2}{3}$ at the end of 18 weeks. The question is now reasoned as follows:—If 36 oxen eat the grass of 10 acres in any given time, how many would eat the grass of $18\frac{2}{3}$ acres in the same time? And if 36 oxen eat a certain quantity of grass in 4 weeks, how many would eat the same in 18 weeks?

$$10 : 18\frac{2}{3} :: 36 : 15 \text{ oxen. Ans.}$$

$$18 : 4$$

Omicron's exercise is also worked and fully explained by 'Craigmark;' as well as by 'J. S. H.,' by 'Algebra;' and by 'Andrew N.'—ED.

General Examination of Training Schools.

CHRISTMAS, 1862.

FEMALE CANDIDATES: SECOND YEAR.

GRAMMAR.

Three hours allowed for this Paper.

The Candidates must answer one question in each Section, and may then select any one of the supplementary questions.

SECTION I.

Paraphrase *one* of the following passages:—

1. "As when the potent rod
Of *Anram's* son, in *Egypt's* evil days,
Wav'd round the coast *up-called* a pitchy cloud
Of locusts, warping on the eastern wind,
That o'er the realm of impious Pharaoh *hung*
Like night, and darkened all the land of Nile;
So numberless were *those* bad *angels* seen."
Paradise Lost, Bk. 1.
2. "But eagerly he read, and read again
The life and *death* of martyrs, who *sustained*
With will inflexible, *those* fearful *pangs*
Triumphantly *displayed* in records *left*
Of persecution, and the *Covenant-times*
Whose echo rings thro' Scotland till this hour!"
Excursion, Bk. 1.
3. "His form had not yet *lost*
All *her* original brightness; *nor* appeared
Less than *archangel* ruin'd, and the *excess*
Of glory obscured: as *when* the Sun, *new* risen,
Looks thro' the horizontal misty air
Shorn of his beams; or *from* behind the moon
In dim eclipse, disastrous *twilight* *sheds*
O'er half the *nations*."

Paradise Lost, Bk. 1.

SECTION II.

Analyse *one* of the above extracts.

SECTION III.

Parse the words in italics in the passage *which you have paraphrased or analysed.*

SUPPLEMENTARY.

1. Write out from memory, in proper metrical form, and with correct punctuation, about ten lines from one of the poems which you have been studying during the past year, or from any other poem *written in blank verse.*
2. What is meant by "Concord" in English Grammar? How many Concords are there; Give instances of each.
3. Write down, and explain fully, the ordinary definitions of the Adjective, the Adverb, the Preposition, and the Conjunction.
4. Explain, by example, what is meant by an "abstract noun," a "transitive verb," and a "disjunctive conjunction."
5. Classify the verbs in English with reference to their *forms and inflection.*
6. Give a *brief* sketch, with dates, of the origin and growth of the English language.

DOMESTIC ECONOMY.

Two hours allowed for this Paper.

Acting Teachers may confine themselves to the questions marked with an asterisk.

You are not permitted to answer more than *one* question in each section.

SECTION I.

- *1. What points require especial attention in clothing? Compare the qualities and uses of cotton, linen and wool.
2. Calculate the cost of clothing a girl sixteen years old. State the materials you would recommend, and justify your calculations.
3. What articles of food keep up animal warmth, supply the waste of muscle, and produce bone?

SECTION II.

- *1. Give an exact account of the advantages or disadvantages of materials commonly used in washing. What other materials are recommended, and on what grounds?
2. What expedients are useful for saving labour in the laundry, and for drying clothes in confined situations?
3. Give clear directions to a young cook as to the faults to be guarded against in common culinary processes.

SECTION III.

- *1. Write a short letter of advice to a girl about to take the place of kitchen-maid or nurse-maid.
2. Calculate the proper expenditure for a labourer's family in a country village; the family consisting of man, wife, and four children, from six months to seven years old.

3. On what principle would you recommend any particular way of investing money, or of effecting an insurance, in the case either of a labouring man, or of a young school teacher.

SECTION IV.

*Prepare notes for one or two lessons on some of the following subjects.

1. Habits injurious to health and strength.
2. The treatment of some common maladies, including the symptoms and best modes of prevention.
3. The folly and sin of showy and expensive clothing.

ARITHMETIC.

Three hours allowed for this Paper.

Acting Teachers should work the questions marked with an asterisk. Others are not allowed to answer more than *one* question in each Section.

SECTION I.

*1. Add together one hundred and seven million five hundred and eighty-four thousand and twenty: one hundred and ten thousand five hundred and two; thirty-seven thousand and five.

Subtract nine hundred and sixteen thousand and nine from fifty-six millions and three.

*2 Multiply 9142503 by 765402.

*3 Divide 61235987010 by 765402.

SECTION II.

*1. Find the amount of the following bill:—

20 dozen copy books at 2s. 6d. per dozen.

15 dozen account books at 15s. per dozen.

1000 quills at 5s. 6d. per hundred.

125 ink stands at $7\frac{1}{2}$ d. each.

24 dozen lead pencils at 2s. 9d. per dozen.

64 boxes of steel pens at 1s. 8d. each box.

*2. How many yards of stuff, 3 qrs. wide, will line a cloak that is $5\frac{1}{2}$ yards in length, $1\frac{1}{4}$ yard wide!

3. If a person were to count 80 sovereigns a minute, and continue counting 12 hours each day, how many days would he be occupied in counting a million?

4. Divide £357 12s. 2d. among 3 men, 4 women, and 6 children, giving to each man twice as much as to a woman, and 4 times as much as to a child.

*5. Find by Practice, the value of 138 cwt. 3 qrs. 14lbs., at £3 17s. 8d. per cwt.; and of 1200 acres 3 roods, at £1 8s. 6d. per acre,

SECTION III.

*1. A person's weekly expenditure is £15 5s. What must be his daily income

that at the end of eleven years he may have saved £425 18s. 8d., supposing that the first year is leap year?

2. A person's quarterly income is £135 10s., and his daily expenditure £2 5s., how much will be his debt for the two year's and a half ending 30th June.

*3. How much cloth will a cover room whose length is 12 feet 6 inches, and breadth 14 feet 9 inches; and what will it cost at 5s. 6d. per square yard?

4. If 40 men require £20 worth of bread in 10 days, when wheat is at 63 shillings per quarter, how long would £90 worth serve 54 men when wheat is at 56 shillings per quarter?

SECTION IV.

1. Find the sum, difference, product and quotient of $\frac{2}{1\frac{3}{4}}$, $\frac{1\frac{3}{4}}{4}$.
2. What is the value of a quarter of oats if $17\frac{5}{8}$ quarters cost £33 $\frac{3}{4}$?
3. Divide 35 by .0175 and .0175 by 35.
4. Find the value of $\frac{2}{3}$ of a cwt.; and the value of .83229 of £1.

SECTION V.

*1. What is meant by Divisor, Dividend, Quotient? Show that division is a short method of working subtraction.

2. Explain the difference, with examples, between direct and inverse proportion.

3. The product of two fractions is found by multiplying the numerators together for a new numerator, and the denominators together for a new denominator. Required the proof.

4. Prove the rule for the multiplication and division of decimals.

SECTION VI.

1. Required the amount of £400 in 3 years and 35 days, at $3\frac{3}{4}$ per cent., simple interest.

2. What is the present worth of £290, due 7 months hence, at $3\frac{1}{4}$ per cent. per annum.

3. Required the sum that will purchase £820 stock in the five per cents., at 108.

4. A. invests £1000 in the 3 per cents. at 84, B. the same sum in the 4 per cents. at 110. Find their respective incomes.

SECTION VII. BOOK KEEPING.

1. What is the meaning and object of a Profit and Loss account? Is it different from an Income and Expenditure account? Give an example.

2. Paid Mr. S. Ellis, for 2 cwt. of sugar, £4 4s. 0d. Received, from sundry customers, for 200lbs. at $6\frac{1}{2}$ d per lb.—used by myself 14lbs., the value of which I estimate at prime cost—the rest wasted.

Pass the above into their proper ledger accounts.

3. At the beginning of the year I am possessed of 200 acres of land, value estimated in my books at £10,000; on 30th June I sell 40 acres for £3,200; on 30th Dec. I receive £360, being a year's rent on 160 acres and half a year on 40 acres.

How will my accounts stand in my ledger?

Bring out a balance sheet.

PAPERS FOR THE SCHOOLMASTER.

No. 153.

NOVEMBER 1, 1863.

Christmas Examinations.

CANDIDATES for Certificates will find great help from a close examination of the notes published in the successive numbers of this periodical issued during the year. Our limited space compels us to present them in a very abbreviated form, and they will be unintelligible except to those who are very careful to study them in close connexion with the passages or words to which they refer. Students of Normal Colleges, it is hoped, will derive profit from fresh elucidations, besides those which they have already received, which they may be able privately to discuss. Others who are removed from the benefits of College lectures will find those benefits brought home to them, and much will now depend upon the thoughtful study which they bring to bear upon them. The critical examination of the First Book of Wordsworth's Excursion, now set as a text-book, upon which the December examination will be in part founded, will be found invaluable to Candidates of the first year. Pupil Teachers, especially such as are preparing for Queen's Scholarships, may find great help in exercises upon the important subjects of paraphrase and analysis, while they will be anticipating at the same time an important subject which they will be required to master afterwards in the Training College.

The notes upon "St. Luke" and "the Book of the Acts," will teach the student how to read the New Testament with deeper meaning, while the Master or Mistress of a School will have ready help in their highest work of instructing their scholars or appren-

tices in the words of our Lord and the Acts of His Apostles. The subject upon which young people are apt to flatter themselves that they know most, being one with which they have more or less grown up familiar from their childhood, is always that in which they least distinguish themselves at an examination. Their knowledge is apt to be superficial and jejune. All deeper meaning is not grasped for want of thoughtful examination of the connexion in which the words of Holy Scripture stand. Dates and external *facts* of memory are remembered, but the lessons to be conveyed, and their bearing upon the inner life are not comprehended. Notes of explanation of texts, or of lessons upon parables should be more frequently prepared and criticised by competent hands. The object of these notes is to give aid to teachers as well as scholars, and above all to explain the difference between "the letter of truth which killeth and the spirit which giveth life."

LECTURE ROOM NOTES.—No. VIII.

GOSPEL BY ST. LUKE.

Chap. xi. 1—13.—The difference between this abbreviated version of the Lord's Prayer and that which occurs in the Sermon on the Mount, is accounted for by the fact that our Lord may have delivered it on different occasions. The words "when ye pray," imply that the Lord's Prayer was intended to be used as a *form*, and as such it is found in every known liturgy. The words elsewhere used, "after this manner," present it rather as a *model* than a *form*. The comprehensiveness and *symmetry* of the Lord's Prayer should be observed. In the centre occurs the short and only petition for *temporal* blessings. This petition is *preceded* and *followed* by three others for *spiritual* mercies. The whole again preceded and followed by ascription of glory. This arrangement and general structure teach us (a) in what *spirit* to approach the Almighty—as a *Father*, as *our* Father, the parent of our brethren as well as of ourselves, as "in Heaven," and therefore to be approached in reverence as well as confidence; (b) to pray for nothing inconsistent with the Divine glory; this appears from the first three petitions being connected with that glory; (c) to pray for, but as of comparatively insignificant importance, *temporal* comforts; (d) to use the *plea* of the Divine *glory*, and *promises* as a reason why our prayers should be heard, "for thine is, &c.;" (5) the parable of the *loaves* follows to encourage being "instant in prayer." (11) *bread*—i.e., small round loaf which might be mistaken for a "stone," as a *fish* or *eel* might pass for a "serpent." (21)

This sentence is founded upon such passages as Is. xl. 10. and xlix. 24. The "strong man" is Satan; the "house" is the human heart, or more generally the world; "the goods," in the former case, are the evil *principles* and feelings of the heart, in the other case, *markings*; the "stronger man" is the Saviour. (22) *divideth*—turns to his own use and that of his followers. So the Saviour, as the strong Man, converts sinners into disciples, as Zaccheus, Mary Magdalene, &c. (24—26) *swept and garnished*—applied to the Jews; points out a state of outward pharisaic profession, destitute of vital religion, which prepared them for the possession of seven worse spirits in the rejection of Christ and his apostles. So at all times, outward civilization and social decencies, separated from real *faith*, pave the way for the development of evil. (27) *Blessed is the womb*, &c.—are the natural words of feminine admiration, which however had taken no deep root. (28) *the word of God*—not *my* word. He does not deny that it is His word, but speaks in true humility. He thus limits the blessing not to His Mother, but to *all*, who like her keep and hear that word. Mariolatry is rebuked by anticipation. (30) *Jonas was a sign*—his deliverance was the *sign* of his being a prophet and a denouncer of the judgment of God. (33) *single*—having in view *one* clear object—opposed to *evil*. (35) *be not darkness*—have no dark spot; seeing things darkly or indistinctly as a drunkard does—double-minded. (36) means—when thy spiritual light is single, i.e. simple in its object and free from the prejudices of ignorance and prejudice, thy whole soul shall be illuminated by the inner sense, the light of the candle of the Lord. "You Pharisees understand not my words, because prejudice casts its shadow upon that inner sense." (37—54) Our Lord explains the difference between ceremonial and moral defilement. (38) *wash'd*—the word in the Greek means literally *was baptised*, and it is important to observe that it is used to express washing of *hands* in this place and not the whole body. (39) *outside*—describing outward conduct; *inside*—inward motive (40) "If He who created the body created also the heart, can that be called cleansing which does not reach the latter?" (40) *alms of such as ye have*—rather "give the things *within* (opposed to washings) such as *alms*, the proof of pity; then *all things are clean*, are evidence of inward purity." (42) *ye tithe mint*, &c.—ye pay trifling sums. (44) as men are ceremonially defiled by walking over graves which they do not see, so men who see not into your hearts are defiled and deceived by the outward appearance of your false piety. (46) You demand from others exact obedience to the letter of the law from which you exempt yourselves. (48) *allow the deeds*—they were the last link of a long chain, connecting their own generation with that which persecuted the prophets. On them was accumulated the sins of the past and present, as v. 50. (49) *said the wisdom of God*—compared with Matt. xxiii. 34. Jesus is "the wisdom of God;" *prophets*—i.e. inspired expounders of prophecy. (51) *Zacharias*—probably the son of Jehoiada, mentioned in 2 Chron. xxiv. 21. It is remarkable that a Zacharias, son of Baruch, was slain in the temple before the destruction of Jerusalem.

NOTES ON SCRIPTURE NAMES.

[FIRST PAPER.]

PREFATORY REMARKS.—This subject has not hitherto received the attention to which it is justly entitled on account of its importance, and the interesting confirmation of the truth of the Scripture records afforded by an analysis of some of the names recently discovered on the monuments of Assyria and Babylonia. Many undesigned coincidences and analogies will be shewn, both in structure and meaning, of Hebrew names and those of the neighbouring nations. The foreign names of persons and places mentioned in the Bible indicate clearly the prevailing systems of idolatry amongst the great nations of antiquity. Most of them are precisely similar to those found on the monuments, some identical, and nearly all shew devotion or consecration to their national deities. It is, therefore, obvious that the Bible narratives must be true. Besides it is still common in the East to give similar appellations. Mr. Roberts says in his *Oriental Illustrations of Scripture*, p. 35, second edition, London, 1844,—“Vast numbers of their children are named after their gods.” Our limits prevent us from entering fully into this subject, or adducing lengthy quotations, but ample illustrations and proofs will be given in the notes carefully drawn from the latest and most authentic sources. The principal works quoted will be Professor Rawlinson’s *Herodotus*; Bampton’s *Lectures for 1859*; and the *Five Great Monarchies of the Ancient Eastern World*, vol. i.; Osburn’s *Monumental History of Egypt*; *Israel in Egypt*; *Antiquities of Egypt*; *Ancient Egypt, her testimony to the truth of the Bible*; Gesenius’s *Lexicon*, by Tregelles; and the supplementary part to the *Thesaurus* by Roediger, Lipsiae, 1858; Dr. Smith’s *Bible Dictionary*; the new edition of Dr. Kitto’s *Cyclopædia*; Dr. Eadie’s *Cyclopædia*; Cassell’s *Bible Dictionary*; and also some original information which has been kindly furnished us by Professors Rawlinson and G. W. Leitner, Drs. E. Hincks, J. Eadie, S. Davidson, and W. Osburn, Esq., M.R.S.L. We shall endeavour to make these papers both interesting and useful to schoolmasters and Bible readers generally, by giving the results of the latest investigations. The titles of the above works will be abbreviated as a matter of convenience on account of our space. We now proceed to the consideration of a very ancient class of names compounded of

ABD, EBED, &c. = “a servant,” i.e. “a worshipper.”

The earliest use of this root as part of a proper name of a person is intimately associated with the rise of Sabæanism, probably the first kind of idolatry. Sir William Jones says (in his *Discourse upon the Arabs*):—"It is certain that the people of Yemen soon fell into the common but fatal error of adoring *the sun*; for even the third from Yoktan, who was consequently as old as Nahor, took the surname of *Abdu Shems*, servant of *the sun*." It occurs in the Babylonian name *Abednego*, i.e. "*servant of Nego*," given to Azariah, one of Daniel's companions in captivity; and, also, in the following Phœnician and Carthaginian names:—e.g. *Abdastartus*, servant of Astarte; *Abdalonimus*, servant of the Highest, i.e. the gods; *Abdmeni*, servant of Venus; *Abd-Ashmun*, servant of Ashmun; *Abdtanith*, servant of Tanith, i.e. the oriental Artemis; *Abdshemesh*, servant of the sun. In the last two examples the prefix *Abd*, a servant, is the Punic rendering in the bilingual inscriptions, of the Greek termination *doros*, a gift, in *Artemidorus*, gift of Artemis, and *Heliodorus*, gift of the sun. (See *Carthage and her Remains*, by Dr. Davis, pp. 257, 521). Although the two names were regarded as equivalent, there is a further difference by the transposition of the names of the deities, perhaps, intended as a mark of greater respect or veneration. The Muslim population of Egypt still employ this root in compound names; e.g. *Abdallah*, i.e. servant of Allah; *Abd-er-Rahmán*, servant of the Compassionate, i.e. God; *Abd-el-Kádir*, servant of the Powerful. (See Lane Lane's *Modern Egyptians*, vol. i., pp. 81-2). "The name Chedor-laomer is now explained as = Kudur-Lagamer—'servant of Lagamer.' Lagamer is an Elamitic god, Kudur is the Hamitic equivalent of the Semitic Abd or Abed (Hebrew Ebed) so common at the commencement of names—(Abdul, Abdallah, Ebedmelech, Obadiah, &c.)"—*Communicated by Professor Rawlinson, Sept. 25th, 1861.*

It is presumed that the syllabication, quantity, and accent in the Scripture names, will enable the reader to pronounce them with ease and propriety.

Ab'da. 1 Kings iv. 6; Neh. ix. 16. *Servant of* JEHOVAH—A Chaldee contraction of *Obadiah*. 1 Chron. ix. 16. The name of one of Solomon's officers.

Ab'de-EL. Jer. xxxvi. 26. }

Ab'di-EL. 1 Chron. v. 15. }

Servant of God; compare Arab. *Abdallah*. The name of two persons;—1. the father of Shelemiah; 2. the son of Guni.

Ab'd-on. Judges xii. 13, 15. }

Be'dan. 1 Sam. xii. 11, etc. }

Servile, or a servant.

It is said in Dr. Smith's Dictionary of the Bible, p. 3, *Abdon* was

“perhaps the same person as *Bedan*.” The *Ayin* (A) was often omitted in Phœnician names, compounded of *Abd*, as *Bodoaster* for *Abdashtoreth*, &c. (See Gesen. Lex., p. 104). And a slight difference in the Hebrew vowel points accounts for the remaining variation of the name. The termination was probably used as an epithet of endearment, or honorific, the same as the ending of *Jeshurun*, *Zebulun*, *Dagon*, etc. The appellation was borne by four persons, from one of whom a city of Asher appears to have been named. “The practice of calling cities after the names of their founders has always prevailed in the East. Perhaps the earliest known instance is that of Rameses—the Beth-Rameses of the Hieratic Papyri. * * * That the Assyrians were acquainted with the practice we know from the case of Sargon, who called the city which he built a little to the north of Nineveh, Beth-Sargina, or Dur-Sargina, “the abode of Sargon.” Esarhaddon, too, in one of his inscriptions, says, “A city I built. City of Esarhaddon I called its name.” “In more recent times the names Ahmed-abad, Shereef-abad, Hyder-abad, &c., have had a similar origin.” (Bampton Lectures for 1859, p. 330.) This note will be referred to in succeeding papers on account of its incidental corroboration of Scripture history.

Ab'di. 1 Chron. vi. 44; 2 Chron. xxix. 3. } *Servant of* JEHOVAH.
Ob-a-d'IAH. 1 Kings xviii. 3; 1 Chron. xiii. 9. }

Abdi is a contraction of *Obadiah*. Compare the following explanation of analogous names abridged from Professor Rawlinson's elaborate analysis of the proper names of the Medes and Persians, in the third volume of his *Herodotus*:—“*ARIabignes*, from *ARIYA* ‘excellent’ or here the ‘excellent one,’ i.e. *ORMAZD*, and Sanscr. *bhaja*, ‘to serve,’ therefore ‘serving the EXCELLENT ONE.’ (p. 550). *ARTABazus* * * * worshipper of FIRE, from *ATRA* or *ADAR*, ‘fire,’ and Sanscr. *bhaj* ‘colere’ [to worship], *venerari* [to reverence]. (p. 551). *MEGABazus*, is probably ‘a worshipper of GOD,’ from *BAGA*, god, and the Sanscr. *bhaj*, *venerari*, *colere*. (p. 588). *MITHRAustes* (Arian) means ‘worshipper of MITHRAS,’ from *MITHRA*, and zend *âvas*, to worship. (p. 558). *PHARNABazus* seems to contain as its first element the name *Varahran* [*Mars*], the second element being that which appears also in *MEGABazus*, viz. *bhaj*, *colere*, *venerari*. Its meaning is worshipper of *VARAHRAN*. (p. 560). *TERIBazus* (Zenophon), or *TIRIBasus* (Plutarch), is composed of the two elements *TER* or *TIR*, the old Persian name for the planet *MERCURY*, * * * and *bhaj*,

venerari, colere. * * * The name thus means the *worshipper of MERCURY.*"

A-bed'NE-GO; Dan. i. 7.—*Servant of NEGO*, i.e. Sanscr. *NAGA*, THE SERPENT. The name given to Azariah on his elevation to office in the court of Nebuchadnezzar. The latter element undoubtedly refers to some Babylonian deity in exactly the same manner as the Hebrew endings *EL* (GOD), and *JAH* (JEHOVAH), relate to the true God. But Biblical scholars differ greatly as to the particular deity intended. It is commonly said—*Nego* is here put for *Nebo*, and translated "*servant i.e. worshipper of MERCURY.*" (Gesen. Lex., p. 600). Kitto's Cyclop. new ed., p. 9, gives—"servant of *Nego*, i.e. *Nebo*:" Smith's Dicty., p. 3,—"*servant of Nego*, perhaps the same as *Nebo*, which was the Chaldean name of the planet *Mercury*:" Eadie's Cyclop., p. 2,—"*servant of Nego.*" Either of the meanings given in the *Supplementary Part to the Thesaurus*, seems decidedly preferable to us. Gesenius observes, (p. 103):—"There are amongst the Jews, those who say, not badly, that *Nego* is contracted from *Nagahah*, i.e. the *star of Venus.*" Roediger adds:—"I know not whether *Nego* may have been the foreign name of the serpent, or dragon, worshipped with divine honours, for the Sanscrit *Nāga*, *serpent*. Compare the apocryphal narrative of *Bel and the Dragon*. But Saadias still contends that *Nego* has been formed from *Nebo*, however, as Ibn Esra says, he has not proved it." In confirmation of our views in rendering *Abednego*, *servant of the serpent*, it may be added that the extensive diffusion of serpent worship is attested by the names of persons and places in Phœnicia, India, Palestine, Greece, etc. And it is probable that a place near Jerusalem called *Aben [ha] Zohemoth*, (1 Kings i. 7), "*the stone of the serpent*," was a memorial of this kind of worship amongst the original inhabitants of Canaan. The serpent of brass set up by Moses in the wilderness had been preserved as a memorial of the miraculous healing of the Israelites who looked up to it after they had been bitten by the fiery serpents. But in the time of Hezekiah the people openly burnt incense before it, on which it was destroyed by the pious king of Judah, and derisively called "*Nehushtan*," "*lump of brass.*" (2 Kings xviii. 4). Further, as Mr. John Murray remarks (in his *Truth of Revelation demonstrated by an appeal to existing monuments, sculptures, gems, and coins*, p. 200, second ed., Lond. 1840),—"Ophiolatry commenced in Chaldea, and from thence passed into Egypt." And Mr. Edward Moor says (in

his *Oriental Fragments*, p. 363).—"Nag is the king of the *serpent* race—an endless source of Hindoo fabulous legend." In Hindostan, a god, called *Nayah*, is still worshipped under the form of a *serpent*, and persons are named after it. *Nagpore* signifies *serpent's town*, and is the capital of a kingdom of the same name,—evidently derived from serpent worship. An ancient emperor of Abyssinia was called *Arwe*, the *serpent*; and for more than three hundred years after the birth of Christ the Abyssinians were addicted to *Ophiolatry*. From these facts, and others which might easily be adduced, we think Roediger's conjecture that "*Abednego*" probably means "*servant of the serpent*." This derivation seems natural, and does not require a supposed change of a consonant in order to make sense.

E'BED. Judges ix. 30. }
O'BED. Ruth iv. 17. } "Servant, sc. of God." (Gesen. Lex., p. 600).

The first form of this name occurs as the father of Gaal, a contemporary of Gideon, and also of a son of Jonathan, of Adin's family, who returned from the Babylonian captivity with fifty men. (Ezra viii. 6).—*Obed* was the name of the son of Boaz and Ruth, also of the son of Ephlal, and father of Jehu, of the tribe of Judah. (1 Chron. ii. 37). And *Oded*, the father of the prophet Azariah, is "called *Obed* in some ancient Bibles and Latin concordances. 2 Chron. xv. 1." (Lawson's Bible Cyclop., vol. i. p. 782).

E-bed'*me-lech*; Jer. xxxviii. 8.—"Servant of *the king*," or "servant of *Moloch*." The former might be the official title of the Ethiopian eunuch at the court of Zedekiah, who procured Jeremiah's release from the dungeon into which he had been cast by his enemies during the siege of Jerusalem, or the latter might shew him to be a votary of *Moloch*.

O'bed-Edom; 2 Sam. vi. 10, etc.—*Servant* of Edom, or according to Gesenius, "*he who serves the Edomites*." This was perhaps a descriptive epithet of which the origin is now wholly unknown. However, Obed-Edom was a Levite distinguished for his piety, and appointed door-keeper of the temple. He was called the *Gittite*, "probably because he was a native of the Levitical city of Gath-Rimmon. 2 Sam. vi. 10." (Lawson's Cyclop., p. 782).

W. G. H.

N.B.—The apostrophe is used instead of the acute accent in the names.

(To be Continued.)

ANSWERS AND CRITICISM OF AN EXAMINATION PAPER WORKED AT A NORMAL SCHOOL.

an English
MIDSUMMER EXAMINATION, 1863.

METHOD. FIRST YEAR.

Six questions may be chosen from any part of the Paper.

1. What are the qualities of good reading? What methods will best cultivate these qualities?
2. Compare the Phonetic method of teaching to read, with Mulhäuser's method of teaching to write. To what extent would you recommend the adoption of these methods in elementary schools?
3. On what principles should elementary reading books be constructed? Name any sets in which these principles are carried out, and give a specimen lesson adapted to a first class.
4. Point out the advantages and disadvantages of simultaneous reading. How may the latter be remedied?
5. On what principles should spelling be taught? How would you endeavour to improve the spelling of a class very deficient in this subject?
6. Describe any sets of school copy books with which you are acquainted. Which do you prefer? and why?
7. What objects should be sought in teaching Arithmetic, and how may they best be secured?
8. What objects should be sought in a dictation lesson? Write short, but plain and exact, directions to a pupil teacher, for conducting such lesson in a first class.
9. Write notes of a lesson to a pupil teacher on "Illustration," as applied to school teaching.
10. Write full notes on subtraction; or on addition of vulgar fractions.

QUES. I.—SIMULTANEOUS READING.

Advantages.

- Keep*
1. It promotes distinct enunciation. In order to ~~read~~ *keep* together, the reading must be slow, whence every word will be distinctly sounded.
 2. It improves the rate of reading. The general fault is in reading fast, and here each one is compelled to read slow, and to make the proper pauses.
 3. It gives much practice. Each child in individual reading does not read, perhaps, above three or four times in a lesson, while, by simultaneous reading, he may read double that number of times.
 4. It improves the style of reading by encouraging the timid. Each child's voice is not heard separately, hence a timid one will join in and gain greater confidence for individual reading.
 5. It removes asperities of tone and modulation. After the first discordant attempts at simultaneous reading have been overcome, it is remarkable for the harmony of sound and expression.

Disadvantages.

1. It causes much noise. This may be remedied :—
 - a. By using the class room for this purpose.
 - b. By having the neighbouring classes engaged in quiet work.
 - c. By causing the reading to be in a subdued tone.
2. It affords an opportunity to the sluggish of idling. This may be remedied :—
 - a. By the teacher's vigilance.
 - b. By calling upon them sometimes to read individually.
3. The backward children slip over the hard words. This may be remedied :—
 - a. By the lesson always being prepared by individual reading.
 - b. By calling upon them to read individually.
4. It obliges uniformity where it is not desirable.

This objection is urged only against the higher branches. The only method of remedying that is by having sufficient individual reading for style to counteract it.

QUES. II.—PRINCIPLES OF TEACHING SPELLING.

1. *By the eye*, not the ear. The eye retains a better image of an object, and could be recalled with far greater accuracy than if it were presented to the ear, e.g., it is a well known fact that if a town or house is seen with the eye, that town or house makes a far greater impression on the mind than if a description had been merely read in a book. So it is with spelling. The eye retains the image of the word, and can quickly detect any departure from that image.
2. *It should be preceded by reading.* Accurate and extensive readers are generally good spellers, which is in itself a practical proof of the superior power of the eye. This also proves that it is a mistake to combine reading and spelling as in the alphabetic method.
3. *It should be connected with writing.* We learn spelling in order to write correctly, and as the one assists the other, they should be combined. This is what we call a dictation lesson, in which we teach spelling in sentences.
4. *The meaning of a word should be taught with its spelling.* Spelling, as generally taught, is a drudgery. One of the best ways of removing that is, perhaps, to talk about the word with the children, which will be amply rewarded afterwards, by the retention of the word in the minds of the children.
5. *The words should be taught in syllables.* The adoption of this plan would remove all difficulty from long words.
6. *It should be connected with almost all lessons.* In a geography lesson, places named should be spelt, in an object lesson the names of the objects should be spelt, and so on.

Means of Improvement.

1. A great amount of practice in spelling ; dictation lessons.
2. Master every word that was spelt wrongly, before any more were attempted.
3. Introduce spelling as much as I could in all lessons.
4. In the upper classes encourage the use of manuscript books, in which the hard words are written.
5. Test the work done by the class in a repetition of those same hard words.

QUES. III.—OBJECTS OF A DICTATION LESSON.

1. To improve the spelling and composition.
2. To cultivate legible and rapid writing.
3. To cultivate the memory and attention.
4. To improve the discipline.

Directions.(a) *Preparation.*

1. Apparatus, &c. Teacher with book, pencil, black board, &c. Children, slates, pencils. Positions should be taken, &c. If the children have books similar to the text book, they should have prepared it as a home exercise the previous evening. If it is not prepared, the teacher must read it through, slowly and distinctly, before he commences dictating it. The length of the lesson must depend upon the time allotted, and ability of the class.

(b) *Dictation.*

The judgment must be exercised in dictating. A sufficient quantity should be read very distinctly, but only once over. When this is written, wait till all eyes are fixed upon you, and all proper positions taken before you read another piece. In dictating, be very careful with sounding "h's," vowels, consonants, &c., as well as dictating too much at a time.

(c) *Detection of errors.*

When the passage is dictated, each child will mark his mistakes or his neighbour's (by changing slates) when you spell the most difficult words to them. You must exercise considerable vigilance, or some mistakes will escape detection, therefore you should examine each slate personally. Then the number of mistakes should be marked on each slate.

(d) *Correction of Errors.*

The teacher will stand at the black board, and ask for words mis-spelt which he will write on the board, requiring each boy to learn them, and to write each word he has wrong five times, thus cultivating his eye. While this is going on, the teacher should pass round and mark the writing. Then if there are manuscript books, these words should be entered.

QUES. IV.—OBJECTS SOUGHT IN TEACHING ARITHMETIC.

1. To give facility of computation.
2. To cultivate the mental faculties.

The process necessary to secure these is:

1. From a particular example to deduce a rule.
2. To acquire this rule by working other examples, and observing a repetition of the same process.
3. To apply this rule in other examples, which differ in some respects.

Here, in the deduction of the Rule we have a great amount of mental exercise, e.g. a problem in Simple Proportion is given to be worked. The teacher works it by a statement, then he shows by first principles that the result is obtained by multiplying the second and third terms together, and dividing by the first. Here is a Rule to acquire and to be exercised in other examples, which, in every case, in the highest degree call forth the reasoning powers.

Then again, it is almost impossible for any one not to possess the power of ready computation, when he has been thus exercised in the figures themselves, as well as the meaning implied in their relation.

QUES. V.

OUTLINE NOTES.

I. *Introduction.*

Questions to be asked beginning with the simplest, but increasing in difficulty.

No. 5 being too difficult, I would write it on the Board, and show the rule.

24

14

10

II. *Body.*

The Rule should now be applied to other examples, and the name *Subtraction* explained.

Ex. 1. 324
 102

222

Ex. 2. 324
 315

..9

Ex. 3. 1276
 1127

. 149

Ex. 4. 50769
 12084

38685

III. *Application.*

The Rule should now be applied to numerous other practical Examples.

The Phonetic Method makes a classification of the vowel sounds of the English language, and appoints a certain sign for each sound. Thus it proceeds from the simplest elements to words, and so is rigidly a synthetic method.

From the number of vowel sounds in our language it follows that there are a multiplicity of symbols, which create confusion.

Again, the phonetic system is not at all applicable to schools in England, for children, on account of home or from various causes, may leave that school, and to

FULL NOTES.

Examples.

1. If I take 2 marbles from 3 marbles, how many will be left?

2. How many are 2 from 5? 3 from 7?

3. If there were 10 eggs in a nest, and a boy took 4, how many left?

4. There are 20 boys in this class, how many would be left, if I sent 3 away?

5. Take 14 apples from 24.

Here, there are 14 to be taken from 24, i.e., 1 ten and 4 units to be taken from 2 tens and 4 units. 4 units from 4 units leave 0 units, $\therefore$ we place 0 under the 4. Again, 1 ten from 2 tens leaves 1 ten, $\therefore$ we put 1 ten under the tens.

Method. The above questions should be asked in a lively, interesting manner, but should not occupy much time. Ex. 1. to be worked as above, after which the class should work a number of similar ones.

In Ex. 2. it will be found that 5 units cannot be taken from 4 units, which is a new feature, and to which the attention of every one should be directed. Then the Teacher should tell them, as one ten is the same as 10 units he will take 1 ten away, i.e. 10 units and add it to the 4 units, and then he can take 5 units from 14 units, remainder 9 units. Then he puts down the 9 units, and does not forget to pay back the borrowed ten, *for he adds it to the 1 ten there so as to make it 2, and then says, 2 tens from 2 tens leave 0 tens*, and 3 hundreds from 3 hundreds leave 0 hundreds. Other examples involving the same will then be given.

These examples should be practical and interesting to the children, by being upon things they can understand.

go to any other system he would be as ill adapted almost as if had not begun reading at all.

Mulhauser's System is also a pure synthetic system proceeding from the simplest elements of a right line, hook, curve, loop, crotchet, to letters, i.e., their combinations, which it assists in forming by means of horizontal lines for height and width, and diagonal lines for inclination.

This multiplicity of lines, like the sounds in the Phonetic Method, causes confusion, though they would assist were there not so many.

Again, *Mulhäuser's System* is not applicable, for a child practising upon *Mulhäuser's System*, if asked to write a letter, would feel at a loss in writing without his usual lines and tests.

Mulhäuser's System may be used a little in England, but for writing, more trust must be placed on ordinary writing on slates and paper than copy-books.

The Phonetic Method does not at all seem to be applicable in this country, because of the reasons afore-mentioned.

CRITICISM.

QUES. I.—The writer has somewhat confused the two first points of this answer. Slow reading is not necessarily distinct; this quality depends mainly on the force with which the consonants are uttered, and simultaneous reading assists this by the mere effort of the children to keep together. The third point is not clear. What is meant is that each child in a simultaneous reading lesson reads aloud at least double the quantity he would if the reading were individual; the truth being he reads a much greater quantity in proportion. A good point in this answer, and indeed in the whole paper, is the condensation of a good deal of matter into a small compass; the language is, however, sometimes faulty: *e.g.*, "In order to read together, the reading must be slow," would be better expressed thus: "In order to keep together, the children are compelled to read slowly." It should have been pointed out that simultaneous reading is not to be solely, nor even chiefly, relied upon, good reading being essentially an individual art, depending on the reader's taste, judgment, and general intelligence, as well as on those merely mechanical powers which may be developed by simultaneous reading.

QUES. II.—This is, on the whole, a creditable answer. Points 1 and 2, are, however, one and the same. The defect of the Alphabetic method is not, as here stated, that it combines reading and spelling, but that it does so in an unnatural manner, making the former to depend on the latter, instead of the latter on the former. The statement that "spelling as generally taught is a drudgery," at least, admits of doubt. In most schools it is taught, as recommended in this answer, chiefly in connection with reading and dictation lessons. The writer probably refers to the old plan of causing children to commit to memory columns of words, many of them such as the children never met with elsewhere, and of the meanings of which they were entirely ignorant. It is obviously incorrect to refer to this as the plan now generally adopted.

QUES. III.—It can hardly be said that the improvement of the discipline of a class is one of the purposes of a dictation lesson, though it is quite true that no

lesson requires good discipline more, in order to make it successful. Two methods of detecting errors in spelling, &c., are here recommended: the slates are first to be examined and the mistakes marked by the scholars themselves, and afterwards by the teacher. If the teacher has time to do it himself, it is not necessary to adopt the former plan; which, however, is one of the best that can be adopted with a class too large for individual examination by the teacher. This answer assumes that the children write on slates. The advantage of having this exercise performed on paper is, however, so great, that the practice is now very generally adopted.

QUES. 4.—This answer wants fulness. Facility of computation includes the two essentials of accuracy and rapidity of working, and the methods of securing these should have been pointed out. The great value of mental arithmetic, both in assisting children to comprehend arithmetical processes, as well as in assisting correct and rapid calculation, should also have been noticed. The teacher should accustom his scholars to set out their working in the neatest form, and in such a way that each step in the solution may be seen at a glance. Neatness of working is second in importance only to correctness.

QUES. V.—The attempt here to explain the principle of “borrowing” is unsuccessful. The best method of teaching subtraction is by that of equal additions. It can be made quite clear to children, by experiment, that “The difference between two numbers is not altered if the two are equally increased.” Instead of *borrowing* 10, they should be taught to *add* 10 units to the top line, afterwards adding 1 ten (: 10 units) to the bottom line. And so on with the tens, hundreds, &c.

QUES. VI.—This answer exhibits an intelligent acquaintance with the two methods treated of, both of which may, to some extent, be used advantageously in elementary schools. When a child has made some progress in reading, an analysis of words with their elementary sounds will assist both his reading and spelling. On the other hand, Mulhauser’s lines are of great assistance in pointing out the defects in a child’s writing.

NOTES ON WORDSWORTH’S “EXCURSION.” BOOK I., LL. 605–802.

No. VII.

605. *somewhat*—a noun compound. In such expressions as *somewhat extravagant* it is adverbial, being the relic of some such adverbial phrase as *in somewhat*.

610. *like*—adj. attrib. to “tale,” governing “sound” in obj. without prep.

611. *trivial*—from Lat. *tres* and *via*. A place where *three ways* met was *common*. Hence the secondary meaning of trifling, insignificant.

612. *tasteless*—attrib. to “discourse.”

Despite—originally means *contempt*. The phrase *in my own despite* therefore generally is nearly an equivalent for “in contempt of my stricter judgment.”

615. *familiar*—which he used easily, as belonging to him: the idea in the word is that of *intimacy*.

616. *such* and *so*—are not strictly qualifying words, but prepare the mind for a coming qualifying clause.

618. *attention*—nom. absolute ; i.e. *not bound* in construction with the sentence in which it stands ; a free nominative, so to speak, which is in the sentence, but not a part of it in structure.

620. *having*—imperf. part. attributive to *I* understood. *Having left* is a compound expression equivalent to an active perfect participle. The service of this compound participle in enlarging a subject directly is very great in composition. The Latin language wants this participle, and has therefore to adopt much more indirect methods of enlarging the subject.

621. *drinking*—attrib. to “*I*.”

622. *we*—subordinative conjunction, introducing pred. “*returned*,” and making its sentence adverbial so as to extend the former pred. “*cheered*.”

624. *that*—the clause, introduced by “*that*,” is objective to “*begged*,” as depending on an antecedent condition.

626. *were*—the past tense, subj. mood, expressing a statement conditionally. *Would be* is an equivalent form, attracted by the “*were*” in the conditional clause of next line.

627. *were*—generally if not always used to express an impossible hypothesis. It is the one exceptional form of a conditional mood ; “*were*” cannot be, as in the former line, exchanged for “*would be*.”

626. PARAPHRASE.—“*We should justly deserve severe reproach, if we could take a heartless pleasure in thus talking of another’s sorrows, even though now he be laid asleep, and could seek idly to amuse our thoughts, satisfied if the story beguile the passing hour, and careless whether it stir reflection, or in our own lives turn to any future profit. But I think we have both learnt, that sorrow has its teaching, and that we may become, as perhaps we always might become, better men for dwelling on a tale of suffering. If this be not so, I have been doing little with my life but dreaming it away unprofitably. Well, I have no marvels of sorrow to relate, but tell the story of trouble such as falls in the every-day lot of men—trouble borne so silently, as scarcely to be distinguishable by any outward token.*”

628. *dalliance*—from the verb to *dally*, meaning to *loiter after* and hence to *fondle*.

638. *hardly clothed*—slightly ambiguous. It may mean either that the inner suffering scarcely at the time took any outward form ; or that it is now with difficulty told in language.

640. *fared*—went ; *faran*, A.S. to go. Cf. Thoroughfare, farewell. A common salutation in German is, “*How goes it ?*”

641. *till*—may be treated as either a subordinative conjunction, or a preposition. If the former, (till those hapless years [came], it is an adverbial sentence extending the predicate *had been* ; if the latter, it is only an adverbial phrase, in the same sentence with that predicate.

645. *lured*—originally the word “*lure*” was used in the sense of attracting hawks by leathern birds, by which the falconer reclaimed them.

647. Notice alliteration.

650. *wist*—is the past tense of an almost obsolete verb *to wis*. The perfect

participle has the same form. The forms *wot*, *wit*, *wistful*, come from the same root, *witan* to know. *To do*,—*to speak*, may be roughly regarded as governed by “I ought” understood. More properly the completed expression is “what *I was to do*,” but it presents a difficulty, the solution of which is probably only to be found in the fact, that the modern English infinitive has to do sometimes the duty of a *future participle*. Compare “I knew not what I *was doing*,” with “I knew not what *I was to do*.” In Latin, *facturus* expresses the thought by an inflexion; *faciens*, doing; *facturus*, about to do.

651. *wretch*—it is only by association that this word implies culpability.

652. The sentence ended would probably have been, “and then she pronounced my name.” It is however broken off, and a sentence is thrown in parenthetically.

653. *from-off*—may be regarded as a compound preposition.

657. We not unfrequently, by a strong metaphor, speak of a look as fastening upon a person.

661. *months*—objective, expressing *duration* of time. *gone*—is doubtless attributive to months, in the sense of past.

662. *wistful*—may be merely a corruption of wishful, but more probably is derived from *witan*, to know, and means *anxious to know*; *eager*—see note, v. 650.

665. *like*—attributive to “she,” governing *one* in obj. without prep.; *one*—may be regarded as a noun, for it has the plural form “the little *ones*.”

667. *as* [it would have lain] *if* [it had been] *placed*.

668. *to meet*—as above, *to look forth*; a well-marked instance of the false infinitive, expressing purpose.

671. Analysis.—(a) *Margaret said*. Prin. sentence.

(b) *I shuddered at the sight*. Noun-sentence, compl. pred. of (a).

(c) *for I knew*. Noun-sentence, co-ordinate with (b).

(d) [*that*] *it was his hand*. Noun-sentence, completing pred. of (c).

(e) *that must have placed it there*. Adjectival, enlarging “hand” in pred. of (d).

(f) *and I learned from one*. Noun-sentence, co-ordinate with (b).

(g) *ere that day, that long anxious day, was ended*. Adverbial, extending predicate of (f).

(h) *who by my husband had been sent with the sad news*. Adjectival, enlarging extension of predicate of (f).

(k) *that he had joined a troop of soldiers, going to a distant land*. Noun-sentence. Compl. pred. of (f).

678. *gather heart*—good old English phrase. So we say *plucked up*, or (less forcibly) *summoned up courage*.

685. In analysing, it may be allowable to treat (*as served to cheer us both*) as an adjectival sentence in apposition with the adjective “such.” In parsing, however, it would be difficult to allow *as* to be a relative, without making *served* to agree with it, as it would, *e.g.*, with the word *which*, if the sentence had stood, *those words which served*. It will be better to suppose an ellipsis, *as were those words which served*: and treat *as* as a conjunction.

689. *As* [she would have looked] *if*.

691. *busy*—attributive to *her*.

693. *foot-way path*—a path properly is a *foot-way*; its root being connected with *pes*, Latin, a foot.

701. *as might befall*—supply subject “it,” or consider *as* a relative pronoun, *such* understood, “*such weather as might befall.*”

702. *companions*—nom. absol. *being* understood, *now* at one time; *now—now* at other times.

705. The voices of nature he speaks of as if they were the conversations of companions: his thoughts came in, as it were, between to fill up the pauses in these conversations.

706. *way*—not object to “journeyed,” but objective case expressing *space*; no prep. is necessary to govern it.

710. *arrived*—perf. part. attrib. to “I.” No need to supply *being*: the part. by itself has all the force of the compound, which is now generally used for it.

711. *where now we sit*—If this clause be regarded as defining “shade,” or shady place, it is adjectival. More properly it is adverbial in app. with *in the shade*.

713. *then a cheerful object*—is an adjective phrase attrib. to “cottage;” *then* is an adverb qualifying *being* understood.

717. *suffered*—perf. part. attributive to *weed*.

722. the neatness which had been its pride.

725. *less*—full expression “and [in] no less [degree] prized;” but being here the relic of an adverbial phrase the word *less*, though strictly an adjective, may be treated as adverbial.

726. *declined*—hung down.

727. *wanting support*—attrib. to subject “carnations.”

730. Paraphrase.—While I was noticing all these things an hour had slipped away, and I walked back impatiently towards the cottage. Just then one came by, who, gathering that it was Margaret I was looking for, told me that it was her habit to wander away from home. Night was coming on, and I was growing anxious and restless. I could hear her babe, left alone in the house, crying; and then again its cries would gradually die away, as the wind when its violence is exhausted. I rose and walked about, but could neither dismiss nor calm my uneasy thoughts.

741—747. (1) The longer I remained | (2) more desolate |

(3) And, looking around me, now I first observed

The corner stones, on either side the porch,

With dull red stains discoloured, and stuck o'er

With tufts and hairs of wool | (4) as | (5) if the sheep,

[(6) That fed upon the common,] (5) thither came

Familiarly, | (7) and found a couching-place. |

(1.) Adv. to pred. in 2. (2.) Principal sentence contracted in its subject, “*the spot* was more desolate.” (3.) Principal sentence was co-ordinate with 2.

(4.) Adverb to pred. of 3 contracted in both subject and pred., “as (they would be).”

(5.) Adverb to pred. of 4, interrupted by 6. (6.) Adjective to subject of 5.

(7) co-ordinate with 5, contracted in subject.

741. *the longer*—in the above analysis *the longer* has for convenience sake been

regarded as an *adverb phrase* to "remained." According to Latham, *the* is not only the definite article, but also stands for an old word corrupted into the prep. *by*. This verse, so interpreted, would stand, "It was more desolate *by so much longer time*, that I remained." The words in italics, therefore, strictly form an adverb phrase expressing *instrument*.

744. from the red wash used to mark sheep.

750. *distant*—attrib. to "her;" *steps*—objective of space.

750. (1) As she unlocked the door, | (2) she said |

(3) It grieves me | (4) you have waited here so long.

(1.) Adverb to pred. in 1. (2.) Principal sentence. (3.) Object completing pred. in 2. (4.) Subject in apposition to subject in 3.

755. A well-marked instance of a sentence strictly parenthetic, *i.e.*, introduced without being connected in any way structurally with the sentence in which it is interposed.

762. *apprenticed*—perf. part. attributive to child. There is no need to supply *who was*. After all we should only have made a sentence to fill the office of an adjective; whereas our participle is already exactly equivalent to an adjective. If an adjective *phrase* will do, why make gratuitously an adjective *clause*?

764. *days*—objective of space.

766. *only*—might be taken *adverbial* to participle "knowing." More correctly it is adjectival attributive to "*this thing*."

770. *weeping*—an adverb attributive to "slept." The student must examine the *office* of a word, and not be deceived by the *form*.

(1.) My tears have flowed

(2.) as (they would flow)

(3.) if my body were not such,

(4.) as others are.

(1.) Principal sentence. (2.) Adverb to predicate in 1. (3.) Adverb to predicate in 2. (4.) Adverb to predicate in 3.

773. (1.) But I am now in mind, and in my heart

More easy; | (2.) and I hope, | (3.) said she, | (4.) that God

(5.) Will give me patience | (6.) to endure the things |

(7.) Which I behold at home.

(1.) P. S. (2.) P. S. co-ord. with 1. (3.) parenth. sentence. (4.) noun clause obj., completing pred. in 2. (6.) adv. clause to pred. in 5, *to endure*=*that I may endure*. (7.) adj. attrib. to object. in 6.

778. *linger*—is a partial completion of the predicate "feel." Compare "to make myself *angry*," to make myself a *coward*," to make myself *tremble*." This class of predicates are called *factitive*, from *facio*, to make; "*story*," further completes the predicate as an object.

784. I seem to see things for a while not as they are; to see, as it were, an unreal vision.

786. And *not dead, but.....asleep.* *Asleep* is adverbial to “laid,” it is an abbreviation of *on sleep*, see Acts xiii. 36.

787. *being*—objective in appos. with “one.”

789. when *he*, her husband, shall come back again to his old place.

791. *to see her*—if you could have seen her.

795. *subdued*—her whole physical powers were tamed down.

799. *like*—an adjective, with *are* completing predicate to “things,” and governing *matter* in objective case without preposition. In 601 *like* may be regarded as an adjective to “tale,” but the whole phrase “like a forgotten sound,” is adverbial, modifying the predicate “passed.”

801. *heaving*—the gerund.

802. (I knew not how [they came]) is a clause which completes the predicate *knew*, and is therefore a noun clause.

802.— (1) While by the fire

We sat together, (2) sighs came on my ear,

(3) [But] I knew not | (4) how [they came] | (5) and hardly [knew] |

(6) whence they came.

(1.) Adverb to pred. in 2. (2.) P. S. (3.) P. S. (3.) P. S. co-ord. with 2.
(4.) noun clause to pred. in 3. (5.) P. S. co-ord. with 3. (6) noun clause to pred. in 5.

Educational Intelligence.

HOME AND COLONIAL SCHOOLS.

HALF-YEARLY MEETING OF TEACHERS.

The attendance of teachers was numerous, notwithstanding heavy rain. The large schoolroom was, as usual, appropriately decorated, and presented an animating scene. On the platform were Mr. Reynolds (in the chair), Mr. John Bridges, Revs. J. J. Evans and W. Fleming, Mr. Tyrrell, and several officers of the Institution, ladies of the Committee, &c. The proceedings were commenced with prayer by the Rev. J. J. Evans (Chaplain), after which, “The Teachers’ Welcome” was sung.

Mr. Reynolds then rose and was warmly received by the teachers. Having spoken to them in terms of thankfulness, welcome, and exhortation, he proceeded:—In taking up my usual task—the Blue Book, I shall advert first to the Report of the Committee of Council on Education. This Report is obviously intended as a defence of the “Revised Code;” and therefore specially deserves our attention.

ATTENDANCE IN SCHOOLS UNDER INSPECTION.

During the year 1862 the number of schools inspected was increased only by eighteen, whilst the number of children in all the inspected schools increased by

29,000. By comparing these two numbers it will be seen that the old schools have been better attended in 1862 than in 1861. The Capitation Grant also was paid on 26,000 more children. These are two good points, though they do not counter-balance the very limited number of new schools brought under inspection. In the year 1861 the new schools brought under inspection amounted to 497, and the additional number of children to 65,700. This is a sad falling off, and it is evident the extension of education with Government aid has been in abeyance during the year. This is a striking fact, and it is impossible not to attribute it to the "Revised Code."

WORK OF THE INSPECTORS IN 1862.

During the year 1862 sixty Inspectors visited 11,000 schools containing 1,000,000 of children, employing 8,500 certificated teachers, and 14,800 pupil-teachers.

Of these schools 2,100 were for boys only; 2,100 for girls only; 4,800 for boys and girls; 1,600 for infants only; and 261 only were night schools. The number of female scholars in these schools was about 45 per cent. Males 55 per cent. The difference is explained by the demand in a poor man's home for the service of his daughters. The number of mixed schools I confess surprises me. Our Society has always advocated them, and I am truly glad to see they go on increasing. Night schools are not yet flourishing. The Inspectors also visited forty training colleges, containing 3,000 students preparing to become teachers.

DECREASE AND INCREASE OF EXPENDITURE.

There is a decrease in the expenditure under the following heads:—

Building	£40,400
Books and Apparatus	6,300
Pupil-teachers	4,700
Industrial Schools	5,300

On the other hand, there is an increase, which the Committee of Council say is to be *set off* against the decrease, under the following heads:—

Certificated Teachers	£9,500
Assistant Teachers	700
Capitation Grants.....	5,200
Training Colleges.....	2,800

BUILDING GRANTS.

The Committee of Council attribute the decrease of the Building Grant "to the reduction of the rate paid by Government, the exclusion of Normal Schools, satisfaction of demand, and (in some degree) to stricter administration." It appears to me the first cause is the main one. All the richer parishes have, under the old and somewhat liberal grants, provided themselves with school buildings. Those which remain without them are the poor parishes; and if the *general* education of the country were really desired, there never was a more suicidal step than this reduction in the amount of the Building Grant. Its tendency is to shut out the poorer parishes.

BOOKS AND APPARATUS.

The reduction under the second head, "Books and Apparatus," represents "the cessation of grants." The Committee of Council say,—“The Royal Commissioners of 1858 recommended the discontinuance of this form of assistance to schools.” Why or wherefore no one practically acquainted with the education of the poor can possibly define. These grants did more to render schools efficient than ten times the amount expended in any other way. I know, from the diminished sale of our own books, what an effect it has had. School managers will spend hundreds on school buildings, and, with ill-judged economy, grudge £10 for books. (Hear, hear.)

It is seldom that *unpractical* men, such as the Royal Commissioners were, have made a greater mistake.

PUPIL-TEACHERS.

The next head of reduction is for pupil-teachers. This opens the main difficulty connected with the education of the country,—How are the labours of masters and mistresses of schools to be supplemented? How are the junior classes to be taught? The main bulk of the children leave before eleven. Are we to go back to the effete system of monitors? This is the problem which “the Revised Code” has not solved.

In my judgment, it was in process of solution under the Old Code, it may be, somewhat expensively, but the country could afford it, and the money was well spent. Had the pupil-teachers been allowed to increase for two or three years more under that system, and then a portion of the grant taken from them and applied to assistant-masters and mistresses; *i.e.*, had it been made the interest of school-teachers and schoolmanagers to employ these assistant teachers, in preference to or *pari passu* with, pupil-teachers, the necessary means would have been provided for educating our junior classes, whilst a valuable class of assistant-teachers would have been provided, and the numbers pressing into the class of teachers been gradually diminished. It would have been with such appliances comparatively easy to regulate “demand and supply;” and the much-abused principles of “free-trade,” which appear to me to have nothing whatever to do with the education of the poorer classes, would not have been brought into discussion.

INDUSTRIAL, REFORMATORY, AND PAUPER SCHOOLS.

The last head of decrease relates to industrial schools; but this is not a reduction: it arises from a transfer of these schools to the Secretary of State's department. Why or wherefore, may again be asked? Is education a science? Does it require any peculiar information or experience? If it does, why are we to have two, nay three, sets of governing bodies, and three sets of officers?—for it appears, from another part of the Report, that the education of pauper children is given up to the Poor-law Board. If Inspectors learn anything by attending our *best* schools, should not such improvements be introduced into the Industrial and Pauper schools? Education is not standing still—it partakes of the general movement of society, and ought always to accompany it. The Secretary of State and the Poor-law Commissioners have surely sufficient employment in the affairs of this great country. We have seen the mischief which a very able man may do practically ignorant of every-

thing relating to the education of the poor, when he gets the command of a department, and gives us a "Revised Code;" and are we not trebling our chances of mischief, and insuring a stagnant if not bad management of what requires great delicacy and great judgment, when we entrust the superintendence of education in Industrial and Reformatory Schools to Her Majesty's Secretary of State for the Home Department, and in Pauper Schools to the Poor-law Board?

INCREASED EXPENDITURE.

With regard to the heads of Increase, which come next, I should really be very glad to dwell upon them as evidence of *work done*. When the country is in danger of invasion, we look at the expenditure for fortifications and for sailors and soldiers with great complacency—they are means to an end. I feel exactly the same as to education. We are always subject to the invasion of ignorance, vice, and crime. Every pound expended by the Government represents nearly two pounds voluntarily contributed either by the benevolent or by the parents of the poor children, in order to attack the strongholds of vice and ignorance. Who, that has read even the extracts which have been recently published of the Report of the Children's Employment Commission, can help being struck with the view they give of the terrible state of many of our poor children. To the philanthropist much of this was already known—it is now brought authoritatively before Parliament and the public. Is this a time, it may well be asked, for diminishing schools and lessening expenditure? I leave this part of the subject, observing that, for my part, I am heartily sorry the increase amounts only to £18,000, against a decrease of £56,000. I consider this going backward, and not forward.

THE NEW MINUTE RELATING TO TRAINING INSTITUTIONS.

The Council Report goes on to speak of the new Minute for paying training establishments. It is a *home* question, but I fear I should fail to make it understood by my hearers if I were to enter into it. Neither do I see how it will work. The plan seems to assume that the expenditure of training establishments is a fixed quantity, whereas it fluctuates greatly, and we have to carry the excess of one year forward to meet the deficiency of another. When provisions are cheap we do well; when dear the reverse. Again, there are periods of general painting and papering, extra expenses for alterations, &c. How are these to be provided for when everything is to be settled annually? A more practical plan would be, to take an average of three years, and let it be understood that the fourth year would be the one when the 75 per cent. contribution would be adjusted. Still better would it have been to have the 75 per cent. limit apply to income and not to expenditure. Unless there is some change I foresee many difficulties.

(To be continued)

BATH DEANERY SCHOOLMASTERS' AND MISTRESSES' ASSOCIATION.

The Autumn meeting of this Association was held on Saturday, October 10th, at Trinity School. The attendance of members was only moderate, owing to the unfavourable state of the weather. After transacting the usual preliminary

business, Mr. Hulland, the Secretary, read a Paper on "Teaching Reading," which evoked a discussion, in which most of the masters present took part.

GENERAL ASSOCIATED BODY OF CHURCH SCHOOLMASTERS IN ENGLAND AND WALES.

The following gentlemen have been nominated as General Officers of this Society for 1864:—

PRESIDENT.—Mr. Cummings, Derby; Mr. Mason, Standish Grammar School, Wigan; Mr. Dee, Easingwold; Mr. Sluter, Stafford.

TREASURER.—Mr. Haskins, Courteenhall Grammar School, Northampton; *Mr. Kiddell, Bramley, Guildford.

SECRETARY.—*Mr. Bulman, Derby; *Mr. Graves, Lamport.

* Decline to serve.

IMPROVEMENT IN THE CONDITION OF FRENCH TEACHERS.—The Emperor of the French (says the *Reader*) has of late taken decisive steps towards the amelioration of the state of schoolmasters in France. Their annual income, which formerly was not to be less than 600*f.*, has from the commencement of this year been raised to 700*f.* The schoolmistresses, 4755 in number, who have hitherto received 400*f.* annually, are to have 500*f.* for the future. Nor are delays and irregularities, such as have hitherto not unfrequently been complained of, to be suffered any longer. The head-masters in the primary schools will have their salaries increased from 2000*f.* and 3000*f.* to 2,400*f.* to 3,600*f.* respectively; the ushers from 1000*f.* and 1,800*f.* to 1,200*f.* to 2000*f.* The school in the rural communities is henceforth to be, together with the parsonage, the "model house of the village" with respect to architecture, neatness, cleanliness, and airness. Whenever a new teacher is installed the communities are to pay 300*f.*, to which the state will add an equal sum, in order to procure decent furniture for his house. In case of need the public chest of the department is further to aid the communities.

Notices of Books.

The Student's Chart of English History. By J. W. Morris and the Rev. W. Fleming, LL.B. Groombridge and Sons.—This chart consists of ten pages, each page divided into two columns; that on the left contains the names of the Sovereigns of England, with a few civil and ecclesiastical facts; that on the right, the names of the principal wars, battles, and treaties. In the centre of the page, dividing the columns, are three stems, colored to indicate the time occupied by a reign or a war, or when a battle or other event occurred. Those who know Blair's Chronological Tables, will have little difficulty in realising the precise character of

this chart. Blair takes fifty years on a page, this chart one hundred; Blair gives facts in general history, this chart in English history only; Blair marks the time by the use of numerals, this chart by means of coloured stems. Of the value of instruction of this kind there can be no doubt, for one of the chief difficulties in teaching history lies in the question of chronology.

The Grade Lesson Books. Fifth Standard. By E. T. Stevens and C. Hole.—The editors of this series of reading books evidently improve in their work. This is really a good book for its purpose—the gradation is good, the lessons are full of interest, and this without the introduction of any matter likely to disturb the discipline of a well-managed school.

First Steps to Euclid, comprising the Propositions of Book I. By A. R. Isbister, M.A. Longman and Co.—Having in view the numerous forms in which Euclid is now presented for educational purposes, we cannot remember one so simple and so methodical as the present. Such an arrangement as that of Mr. Isbister's will enable young students to do their work twice as well as their fathers did, and in half the time.

Hand Book to the Calculator and Letter Box. By J. S. Laurie. Longman and Co.—Mr. Laurie's preface deserves the attention of teachers, because it has to do with first ideas of number, though we much doubt if children have the difficulty the editor supposes. In fruit season it is instructive to note how accurately young children calculate the share that an equable division gives to them; and if Mr. Laurie will try, we think he will find few children at school that have not the power of adding two and two together. The Calculator and Letter Box we have not seen, but from the character of the exercises we have no doubt but one will fit the other.

Annotations on the Gospel of St. Mark. By the Rev. C. Holme, M.A. Longman and Co.—Of the preface and notes we can speak favourably; the latter are perhaps too brief for their purpose, but what notes there are, are simple and pointed. The questions are good for written examinations.

History of the Plague of London. By Daniel De Foe.—*Evenings at Home.* By Dr. Aikin and Mrs. Barbauld. Forming part of the *Shilling Entertaining Library*. Edited by J. S. Laurie. Longman and Co.—Who has not read De Foe? Next to Robinson Crusoe, we have no pictorial writing that so enchains the mind of the reader as the History of the Plague of London. And Mr. Laurie has done well in reproducing that story for the benefit of young people; the same may be said of the Evenings at Home. The engravings, like the letter-press of this series, are entitled to high commendation. School libraries will be incomplete without this admirable set of entertaining books.

Correspondence.

 Wordsley, 9th October, 1863.

Sir,—One would suppose from reading the letter of your Boston correspondent of last month, that some injustice had been done him in reference to the drawing augmentation. By comparing the New with the Old Code every casual observer must have discovered that grants of every description are abolished, so far as teachers are concerned. That the New Code regulates all payments which are made to managers only. That the teachers cannot complain of apparent injustice now, when the New Code has been in operation nearly 12 months. It is not now a question as to what we ought to have received by comparing old with new. We henceforth depend upon the managers for our school income, and if they are good enough to transfer the drawing money to us the more thankful ought we to be for their liberality. The amount that has been received by Mr. Gane is in strict accordance with the conditions of the Department of Science and Art, and sanctioned by the Council Office. He (being uncertificated in drawing) is paid 1s. each upon all who have passed the examination; the art master 2s., and *vice versa* when the elementary teacher is certificated. I cannot, therefore, see what Mr. Gane has to complain of in this transaction.

As to the publication of similar results which he suggests, this would, in my estimation, be simply a work of supererogation, as no ultimate good would accrue therefrom. The reduction will soon come home to every interested teacher who is not already acquainted with the conditions of the Science and Art Department, and to none with greater force than to myself, who will lose according to the average of the past three years nearly £8 per annum.

In conclusion, allow me to add that if Mr. G. is anxious to increase this annual amount he must prepare himself to pass in two more subjects, which will entitle him to a certificate of competency. He will then receive 2s. per head upon all scholars who pass, and £1 for every pupil-teacher.

Yours very truly,

H. N.

 Wordsley, 9th October, 1863.

Sir,—I cannot see what your London correspondent ("Patrie") of last month has in view in bringing before your notice that which he evidently wishes to magnify into a crime. I have looked over the New Code as carefully as most people, and find nothing in it to deter a teacher from presenting at the annual examination boys who have been under his care for 45 weeks in the year, although for seven weeks prior to the examination attending some other elementary school. Nor do I think it but fair and just to the managers that such should be the case. Does "Patrie" think that his seven weeks' scholars are being examined upon what they have learnt during that short time? Every practical teacher knows full well that little is learnt during the first few weeks after a child's removal to another school—new rules, different organization, fresh associates, different modes of communicating knowledge, all tend to unhinge the pupil, and retard for a time his

intellectual advancement. But looking at the pecuniary interest to which that letter draws attention, and the absolute necessity for receiving on the part of the managers generally all lawful pecuniary assistance, I think it but just to state that if grants upon these children, to which that letter refers, were not claimed on behalf of the old school and its managers, it is quite evident that the authorities of the complainant's school would not be in a position to do so; and to sacrifice seven weeks' attendance for the pecuniary interest and good of others who may ultimately be called upon for a similar sacrifice, is nothing more than we may reasonably expect from Christian brethren engaged in the same work—that of spreading education amongst the increasing masses of our population.

Yours very truly,

H. N.

[As "Patrie" has stated his case, this reply ought in fairness to be inserted; but we see no object in further protracting the discussion.—ED.]

Sir,—I beg to send you a solution of an interesting question required by M. W. and shall be much obliged if you will kindly allow me to invite the criticism of your readers thereon.

I am, Sir, your obedient servant,

J. H. Y.

QUESTION.

If 36 oxen eat up the grass of 10 acres in 4 weeks, and 21 oxen eat up the same in 9 weeks, how many oxen will it maintain for 18 weeks, supposing the grass to grow uniformly during the time? Answer: 15 oxen.

SOLUTION.

No. oxen required to eat the grass standing on

10 acres and 4 weeks growth of same in 4 weeks = 36 (A)

No. oxen required to eat the grass standing on

1 acre and 4 weeks growth of same in 4 weeks = $\frac{36}{10}$

No. oxen required to eat the grass standing on

1 acre and 4 weeks' growth of same in 1 week = $\frac{36 \times 4}{10} = 14\frac{2}{5}$ (B)

Again—

No. oxen required to eat the grass standing on

10 acres and 9 weeks' growth of same in 9 weeks = 21

No. oxen required to eat the grass standing on

1 acre and 9 weeks' growth of same in 9 weeks = $\frac{21}{10}$

No. oxen required to eat the grass standing on

1 acre and 9 weeks' growth of same in 1 week = $\frac{21 \times 9}{10} = 18\frac{9}{10}$ (C)

Subtracting (B) from (C)—

No. oxen reqd. to eat 5 wks. growth of 1 acre in 1 week $= 18\frac{1}{10} - 14\frac{2}{3} = 4\frac{1}{2}$

“ 1 “ 1 “ 1 week $= \frac{4\frac{1}{2}}{5}$

“ 1 “ 10 “ 1 week $= \frac{4\frac{1}{2} \times 10}{5} = 9$

That is, 9 oxen will be just maintained on 10 acres by the *growth alone*.

Therefore, from (A)

No. oxen req. to eat the grass stand. on 10 a. in 4 weeks $= 36 - 9 = 27$

“ “ “ 1 week $= 27 \times 4$

“ “ “ 18 weeks $= \frac{27 \times 4}{18} = 6$

Add to these the 9 maintained by the growth alone, and we have 15, the number required.

October, 1863.

Morice Town, near Devonport,

October 16th, 1863.

Sir,—The following is a solution of the equation proposed in your CLII. “Paper.”

VERNEK.

From the 1st equation $x^2 = 51 - y$

“ 2nd “ $x^2 = 11 - y^2$

$$\therefore 121 - 22y^2 \times y^4 = 51 - y;$$

By transposition $y^4 - 22y^2 + y + 70 = 0$;

Or decomposing into factors $(y-2)(y^3 + 2y^2 - 18y - 35) = 0$;

$$\therefore y-2=0; \text{ and } y=2 \}$$

By substitution in 2nd $x+4=11$; and $x=7$ }

By assuming $x^3 + 2y^3 - 18y - 35 = 0$ the other values will be found to be irrational.

Plymouth, Oct. 16, 1863.

Sir,—I should like to obtain solutions of the following questions through the medium of your valuable paper.

I am, Sir, yours, &c.,

GEORGE.

(1.)

If $x+a$ be the greatest common measure of x^2+px+q and $x^2+p^1x+q^1$

Shew that $a = \frac{q-q^1}{p-p^1}$

(2.)

Prove that $\frac{\sin \theta}{1+2 \cos \theta} = \frac{1}{4} \cot \frac{\theta}{2} - \frac{3}{4} \cot \frac{3\theta}{2}$

(3.)

Given 120 for the perimeter of a triangle whose three perpendiculars are as 4, 5, $6\frac{2}{3}$, find the sides.

THE REVISED CODE AND ART SCHOOLS.

Sir,—Will you kindly insert the enclosed extracts in the November number of "Papers for Schoolmasters," and oblige, sir,

Yours truly,

E. N. A. G.

From the "Builder," Sept. 26, 1863.

"NORWICH ART SCHOOL.—At a recent meeting of the Town Council, the subject of the School of Art was brought under notice. Mr. Field formally announced that the government had taken away fixed payments to the amount of £105 per annum, and had given them payments upon examination, which would probably bring them in about £12 10s., leaving something like £95 short. The result must be that unless the citizens were prepared to make up the deficiency, the corporation must stop their school of art. * * * The principle upon which the Department was making allowances to the country, it seemed to him, was so devised as to keep all the money for South Kensington, in order to avoid the necessity of their going to government for more money. The Mayor recommended that proper notice should be given, so that the whole matter might be brought before the corporation in a regular manner.

"THE GLASGOW SCHOOL.—The withdrawal of the Government grant seems to be exciting misgivings as to the result."

From the "Art Journal" for October.

"WORCESTER.—Another result of the regulations recently issued by the Department of Science and Art, is the resignation of Mr. Kyd, the head-master of the Worcester School of Art."

Forfarshire, 22nd October, 1863.

Sir,—Will you kindly permit me, in your pages, to solicit the favour from some of your southern *certificated* masters, to give, for the benefit of myself and other Scottish certificated teachers, a specimen of the entries in the LOG BOOK required by the Revised Code? In the prospect of the early introduction of that Code into our schools, I have vainly endeavoured, from my fellow-teachers, and from Inspectors, to get some light on the subject; and I now make this application to you, in the hope of a more successful issue.

A specimen of (*say*) a week's entries, would confer a special favour on many of your readers on this side of the Tweed, as well as on

AN OLD FRIEND.

"Nil Desperandum," who wrote some weeks ago, has a strong case against the master, if he can substantiate the complaint. He should write in confidence to, or see the principal School Manager,—ED.

PAPERS FOR THE SCHOOLMASTER.

No. 154.

DECEMBER 1, 1863.

Normal Colleges.

THE effect of the Revised Code upon Normal Schools remains to be seen. On the one hand, they are thrown upon their own resources more entirely than they were under the old system; and that means, according to the language of the Royal Commissioners, they must rely upon a sympathy with a work which is too indirect and distant to be appreciated. It has been thought that, as candidates for all occupations and professions are chargeable with the expense of preparing for them, so students in Training Colleges should be expected to contribute something towards their own maintenance. Should the effect upon elementary schools be less deleterious than many persons apprehend, or should our rulers, in case the worst fears are realised, prove the sincerity of their professed attachment to education, by retracing their steps, students will not refuse to pay something for their education. All hope in the future depends upon the proved demand there may exist, and the old principle of demand and supply will seal the fate of our Normal Schools.

Meanwhile, a new blow upon their immediate prospects has been inflicted by an interpretation put upon a paragraph of the Minute which regulates grants to these institutions. It appears that those who fail to pass the initiatory examination for Queen's Scholarships, can bring no grant to the treasurer. The circular of the secretary, which is printed in this number, assigns the reason for this remarkable and unexpected decision. Assuming, as the Revised Code does as the basis of its grants, the principle of paying according to results, it might be supposed that a College which admits inferior

material and yet turns it out up to the final standard, is especially deserving of reward. If A and B present themselves at the initiatory examination and A is rejected, but B passes; and if, at the final examination, A is found superior to B, surely the College should be the very last to suffer. There will be found a remonstrant reply from one of our Training Colleges printed together with Mr. Lingen's letter. When Pupil Teachers have been driven by a panic from becoming candidates for admission, it is certainly a hard measure which practically closes the door to all other candidates.

While these discouragements proceed at home, it is a hopeful sign that we witness in France. The French Government have just adopted the resolution to augment the salaries of the primary school masters, and that, too, in the light of the educational improvement which the Emperor has watched in the elementary education of England, and upon the avowed principle which we so often enunciate at home, and as often practically ignore, that money spent upon education is saved in prisons.

We do not despair, and call upon all who are interested in the moral elevation of the working classes not to despair. The English public will not suffer so good a cause to be permanently injured. Our rulers mean well, and if so, they will apply remedies as remedies are needed. Salaries will be forthcoming for the competent school masters. Competent schoolmasters will be those who are suitably educated, and though some of our Normal Schools may be shaken and even uprooted, the old principle of supply and demand will keep the majority upon a settled base.

NOTES ON WORDSWORTH'S "EXCURSION." Book I., LL. 804-961.

No. VIII.

804. *ere*—may be taken as a *preposition*, in which case "*ere my departure*" is a *phrase* member of a simple sentence. More strictly it is a *conjunction* introducing a *clause*, i.e. subordinate sentence, "*ere my departure (occurred).*"

807. *to place*—this is a strictly *infinitive* verb, i.e. a verbal noun, the object of the transitive verb "*exhort.*"

804-813 affords a good and easy exercise for beginners, the clauses being marked

off at the words *gave, regard, received, love, prayer, staff, babe, eyes, comfort, give, wish, seemed, me.* The last clause in 813 is a nom. noun, in apposition to "it."

816. *to give*—an improper infinitive, expressing *purpose*, "that it might give." *Earnest*—firstfruits, a specimen of more to come before it is due. To give or pay *earnest* is to give or pay as a proof or pledge of being in earnest. The root of the word is A.S. *gyn-an*, to run, and the fundamental idea that of haste or zeal.

817. *sad and drooping*—taken with *found* complete the predicate. Such a predicate is sometimes called *factitive*, because the verb *to make* is the most common type of this class,—"I *made* you sorry," "I *made* you tremble," "I *made* you a bankrupt." Compare—"I *found* her sad."

818. *no*—adjective, shortened form of *none*, which like *mine* is used before a vowel.

818-819. "That he lived," "he was dead," are nom. nouns, object, after "knew."

822. *to speak*—to tell of.

823. *Heorthe* or *Hertha* was worshipped by our northern ancestors as the goddess of the earth; and in honour of her, her name was given to the spot when the family fire was kindled.

827. *seemly*—adjective, formed from the verb *seem*: its meaning is therefore *well-looking*. "He erected a seemly water-work." *Fuller*. There was also an adjective *seemly*—now almost gone out of use.

828. *open or shut*—both participles attributive to books. The weak form, *oped*, of the perf part of *ope* is used now.

830. *trick*—show, habit from imitation. Compare—"He hath a *trick* of Cœur-de-Lion's face." (King John, i. 1.)

836. There are two distinct words in English now both generally spelt *mould*. One comes through the French *mouler, modeler*, to model or shape; the other through the French *mouiller*, to moisten, or make sodden. It would be desirable always to mark the distinction, as is done here, by spelling the latter *mold*.

840.—*truant*—here equivalent to *wandering*.

843. *infant*—noun obj. "being" understood."

845. (a) Margaret stood near. Principal sentence.

(b) Her infant in her arms. Equiv. to adverbial sent., extending pred. of (a).

(c) And she said, noting. Principal co-ord. with (a).

(d) That my eye was on the tree. Noun sent., part of enlargement of subj of (c).

(e) I fear. Noun sentence (quotation) completing pred. of c.

(f) It will be dead and gone. Noun sent. completing pred. of (e). Conj. *that* omitted.

(g) Ere Robert come again. Adverbial extending pred. of (f).

846. *Come*—Subjunctive, marking uncertainty, or future with *shall* understood.

849. *if*—is often idiomatically used for "whether." In such case the clause introduced is not adverbial to the predicate of the P. S., but a noun objective to it.

850. *to love*—infinitive, governed not by the noun "wish," but the predicate "had no wish."

851. *yet*—Though she said she had no wish to live, as having no hope, yet for all that his loom was left there, as if she did expect him still.

852. *still*—adverb to “being” understood.

854. *undisturbed*—Adj. not participle. There can be no such verb as *to undisturb*.

857. *released* . . . Adj. phrase enlarging subj. *she*.

860. *spinning*—gerund or participial noun. Its noun character is shewn by its following the preposition “by”; and its verb character by its governing “hemp.”

865. *how far*—“how” as an adverb modifies “far,” and “far” in turn modifies “walked” understood.

866. *to bear*—taken with “asked,” forms a factitive predicate. See note on 817.

866. Yet L. Murray says that *such* cannot be used when another adjective is joined attributively.

869. *parting*—may be joined to intransitive “part” as we use “to dream a dream.”

871. *years* objective of duration of “time.”

871—879. Paraphrase.—For nine long and tedious years from the day he first left his home, she dragged out her life in restless widowhood—in widowhood, though a wife. Those years bore witness to the sore and gradual wasting of the heart, pining in its solitude. I have been told, my friend, that she would oft-times take her seat in that solitary arbour, and spend unemployed half the Sabbath Day; and at the slightest sound, made though it were by the mere footsteps of a dog, she would start from her retirement, and gaze around. Many an hour she would sit upon this old bench; and while she sat, her eye would glance into the distance and give an imaginary shape to some object (as if it might be the one she mourned), that made her pulse more quick.

874. *wife*—may be taken in apposition to “she,” though more strictly pointing out *how* she lingered, it is adverbial to “lingered.” *needs*—adverb.

874. Two derivations are proposed for *needs*. One makes it a contraction of *need is*; the other and better claims it as the objective case of *need*.

878. *would*—The past tense of *will* is here indicative, not subjunctive. No condition is implied, but it is a direct statement.

881. *in the distance*—in the horizon, not in the distant past. She would fancy that she saw her husband coming.

887. *backward*—an adverb. It is the relic of an adjectival phrase *moving backward*, and on that understanding may be parsed as an adjective.

889. *to turn*—false infinitive, expressing purpose.

897. *would lift*—was in the habit of lifting. “Would”—often expressly the *frequentative* idea.

898. *ought*—contracted from *any whit*, a noun, to which “*of tender feeling*” is an attributive adjectival phrase. Compare *aliquid boni*.

902. *nipping*—the gerund.

904. *chequered*—patched. The prominent idea in the word is that of varying the colour.

907. *sapped*—i.e., undermined. The root of this comparatively modern word is Italian, and means a *spade*; “Sappers and Miners.”

911. *would*—was willing, used *conditionally*. *She would have parted* is not an unconditioned statement; but the condition implied is, *if any one had offered her worlds*.

919. *in weakness*—without the power to control my feelings. *nor had*—i.e. and had not.

922. *it*—is in apposition with *to bless her*, to be got out of the sentence *while I blessed her*.

925. Paraphrase.—“With tender but subdued interest observed the silent witnesses of a human presence in bygone days, over which Nature had thrown a veil of forgetfulness by the gradual overgrowth of plants and weeds and flowers”

926. *more mild*—than my previous painful interest in her. Cf. *sympathies then are more tranquil*, l. 481. *The secret spirit of humanity* is that influence which its former inhabitants seem to have left behind them in a place, showing subtle traces of the former presence of man.

928. *calm oblivious tendencies*. Nature tries quietly to obliterate the traces of man's former presence.

933. No wise end would be gained. That sorrow to some extent *does* fulfil the “purposes of wisdom” is shown in l. 630.

940. *the forms*—it is implied that things may not be as they seem to be; but we look only at the *forms*. The same idea is kept up in l. 951.

954. rest securely, supported by Faith.

958. *mellow*—here denoting colour, of the richness of ripe fruit.

961. of evening.

NORMAL COLLEGE.

MIDSUMMER EXAMINATION, 1863.

ARITHMETIC.—FIRST YEAR.

(1) Simplify the following fractions:

$$(a) \frac{1\frac{2}{3}}{5\frac{1}{2}} - \frac{5\frac{5}{8}}{6\frac{1}{4}} \text{ of } \left(\frac{1}{5} - \frac{\frac{1}{2} - \frac{1}{3}}{4\frac{1}{4} - 3\frac{2}{3}} \right)$$

$$(b) \frac{1}{\cdot 01} - \frac{\cdot 4 \times \cdot 0005 + 002 \times \cdot 0125}{\cdot 0009}$$

(2) Compare the values of $\frac{2}{3}$ of a crown, $\frac{1}{3}$ of a guinea, and $\cdot 4666 \dots$ of a pound. Add them together, and express the result as a decimal fraction of £5.

(3) A cubic foot of water weighs 1000 ounces, and of brandy 795 ounces; find the weight of a cubic foot of a mixture in which the proportion of water to brandy is as 3 to 2.

(4) At what rate per cent. will 2000 francs give 241.6 francs for interest, in 2 years 5 months?

(5) An estate is bought at 20 years' purchase for £20,000, three quarters of the purchase money remaining on mortgage at 4 per cent. The cost of repairs averages £150 per annum. What interest does the purchaser make on his investment?

(6) A person invests £5000 in Turkish 6 per cent. stock at 80. Find the rate of interest he gets for his money, and his total income. When his stock has risen to 84, he sells out, and buys £20 railway shares at £18, paying a dividend at the rate of $4\frac{1}{2}$ per cent. Find the alteration of his income.

(7) A room is 14ft. 6in. high, 20ft. wide, and 22ft. long. What will it cost to

paper it with a paper 2ft. 6in. wide, whose price is $10\frac{1}{2}$ d. a yard? Allow 8ft. by 5ft. 3in. for each of two doors, 6ft. 6in. by 6ft. for a fireplace, and 12ft. by 5ft. 7in. for one window.

(8) A cistern 12ft. long, 2ft. wide, and $\frac{1}{2}$ ft. deep, contains pulp for making paper. If half the volume of the pulp is lost in the process of drying, how many sheets of paper 8in. by 6in. will be obtained if 300 sheets in thickness go to the inch?

ARITHMETIC.

$$\text{I.-(a)} \quad 1\frac{2}{3} - \frac{5\frac{2}{3}}{3\frac{1}{2}} \text{ of } \left(\frac{1}{5} - \frac{\frac{1}{2} - \frac{1}{3}}{4\frac{3}{4} - 3\frac{1}{2}} \right) = \frac{7}{2} - \frac{1\frac{2}{3}}{2\frac{1}{2}} \text{ of } \left(\frac{1}{5} - \frac{1}{3\frac{1}{2}} \right) = \frac{2}{5} - \frac{9}{10} \text{ of } \left(\frac{1}{5} - \frac{2}{7} \right)$$

$$= \frac{2}{5} - \frac{9}{10} \text{ of } \frac{1}{11} = \frac{2}{5} - \frac{9}{110} = \frac{44}{110} - \frac{9}{110} = \frac{35}{110} = \frac{7}{22}.$$

$$(b) \quad \frac{1}{.01} - \frac{.0009}{.4 \times .0005 + .002 \times .0125} = \frac{1}{.01} - \frac{.0009}{.000225} = \frac{1}{.01} - \frac{900}{225} = \frac{.0005}{.4} = \frac{.00020}{.0125} = \frac{.002}{.000250} = \frac{.0002}{.000225}$$

$$= 100 - 4 = 96$$

$$\text{II.} \quad \left. \begin{aligned} \frac{2}{15} \text{ cr.} &= £1\frac{2}{3} \times 4 = £1\frac{7}{3} = £4\frac{4}{3} \\ \frac{4}{9} \text{ gain} &= £4\frac{4}{3} \times \frac{3}{4} = £1\frac{7}{3} = £4\frac{4}{3} \end{aligned} \right\} \text{Equal quantities} = £1.4 = .28 \text{ of } £5.$$

$$\frac{£4\frac{4}{3}}{5} = £1.39$$

$$.279$$

III. $\frac{3}{4}$ = water $\frac{2}{3}$ = brandy.

Weight of $\frac{3}{4}$ cubic feet of water = $\frac{3}{4}$ of 1000 oz. = 600 oz.

Weight of $\frac{2}{3}$ cubic feet of brandy = $\frac{2}{3}$ of 795 oz. = 318 oz.

Total weight of mixture = 16918 oz.

$$\frac{28}{57} \quad 6 = 2 \text{ qrs. } 11 \text{ b. } 6 \text{ oz.}$$

$$2 \quad 1 \quad 6$$

francs.

IV.—Interest on 2,000 francs for 2 yr. 5 mo. = 241.6

$$,, \quad ,, \quad 1 \text{ mo.} = \frac{241.6}{29}$$

$$,, \quad ,, \quad 1 \text{ yr.} = \frac{241.6 \times 12}{29}$$

$$\therefore \text{Interest on 100 francs for 1 yr.} = \frac{241.6 \times 12}{20 \times 29} = \frac{725 \times 12}{3 \times 20 \times 29} = 5$$

V.—Interest gained on the estate = $\frac{1}{20}$ of £20,000 = £1000

Interest purchaser pays on mortgage of £15,000 = $150 \times 4 = £600$ }

Cost of repairs = £150 }

∴ Net interest on £5000 = £1000 — 750 = £250 or 5 per cent.

VI.—(a) Interest on £80 = £6

„ £1 = $\frac{6}{80}$

„ £100 = $\frac{6 \times 100}{80} = £7\frac{1}{2}$ rate per cent.

„ £5000 = $\frac{1.5 \times 5000}{2} = £375$ total income.

(b) Selling price of £80 = £84

„ £1 = $£\frac{84}{80}$

„ £5000 = $£\frac{84 \times 5000}{80} = £5250$

Shares for £5250 = $\frac{5250}{18}$

Interest per share = $\frac{1}{2}$ of $4\frac{1}{2} = £1\frac{9}{10}$

∴ Interest on $\frac{5250}{18}$ shares = $\frac{9}{10}$ of $\frac{5250}{18} = £262$ 10s.

∴ Difference of income = £375 — £262 10s. = £112 10s.

VII.—Area to be papered

= $14\frac{1}{2} \times 2 (20 + 22) - [2 (8 \times 5\frac{1}{4}) + (6\frac{1}{2} \times 6) + (12 \times 5\frac{7}{2})]$ square feet.

= $2^9 \times (40 + 44) - [(16 \times \frac{21}{4}) + (1^3 \times 6) + (12 \times \frac{7}{2})]$ square feet.

= 1218 sq. ft. — $(84 + 39 + 37)$ sq. ft. = 1218 — 190 sq. ft. = 1028 sq. ft.

Length of paper required = $\frac{1028}{2\frac{1}{2}}$ feet.

Price @ $10\frac{1}{2}$ d. per yard = $\frac{1}{3}$ of $\frac{1028}{2\frac{1}{2}} \times \frac{7}{3}$ s. = $\frac{1}{3} \times \frac{1028 \times 2}{5} \times \frac{7}{8 \times 20} = £1^17^9^0$
= £5 19s. 11½ d.

VIII.—Pulp in cistern = $12 \times 2 \times \frac{1}{2} = 12$ cubic feet.

∴ Pulp for paper = 6 cubic feet.

Sheets from $(8 \times 6 \times 1)$ cubic inches, or 48 cubic inches = 300

∴ Sheets from 6 cub. ft., or (6×1728) cub. in. = $\frac{6 \times 1728}{48} \times 300 = 64800$

REMARKS.

The answers to the above paper, worked at the Midsummer examination, are inserted as affording fair specimens of what we think is required in the solution of arithmetical problems. The style is neat, and the method and working intelligent and accurate. The only sum requiring comment is No. 6; the latter part of which is not quite clearly worked. After the steps (a), (b), the working should stand thus:

Income on £90 = £4½

“ 1 = $\frac{9}{20} \times 1 = \frac{1}{20}$

“ 5250 = $\frac{9}{20} \times 5250 = £262$ 10s. 0d.

∴ Difference of income = £375 — 262 10 = £112 10s. Ans.

A SHORT ANALYSIS OF THE FIRST BOOK OF EUCLID.

I. The Construction and Properties of Triangles.

1. The Construction of Triangles. Prop. 1, 22.
2. The Properties of Triangles. Prop. 5—7, 16—21, 32, 47, 48.
3. The Comparison of Triangles.
 - (a) Conditions of Perfect Equality. (Equal Triangles.) Prop. 4, 8, 26.
 - (b) Equality of Area. (Equivalent Triangles.) Prop. 37—40.
 - (c) Inequality of Triangles. Prop. 24, 25.

II. The Properties of Parallel Lines and Parallelograms.

1. Parallel Lines. Prop. 27—30, 33.
2. Parallelograms. Prop. 34—36, 43.

III. The Connection of the Properties of Triangles and Parallelograms. Prop. 41, 42, 44, 45.

The remaining Propositions of the First Book consist chiefly of Problems, which are necessary to the solution of some of the above propositions.

EDUCATIONAL SYSTEMS AND PROGRESS IN THE NINETEENTH CENTURY.

I.—THE MADRAS SYSTEM.

I.—Its Aims.

The first attempt to reduce elementary instruction and school-keeping to system, was that of Dr. Bell, the founder of the monitorial system. Much that was valuable in principle, and many important practical suggestions, had appeared in the writings of Ascham, Milton, and Locke; but Dr. Bell was the first to make everything connected with school do its work as a part of a machinery for the intellectual and moral benefit of the pupils.

The germ of the monitorial system, or of that part of it which concerns teaching, is found in Quintilian, who maintains that one who has just acquired a subject is best fitted to teach it; but Dr. Bell hit on the expedient by accident. It was the refusal of one of the teachers of the Military Orphan Asylum, Madras, to do some part of his duty, which led the Dr. to employ a boy, who succeeded so well, that eventually the adult-teachers were dismissed, and the institution conducted by boys.

The system was introduced into England in 1797, and was first practised in the oldest Parochial Charity School in the city of London, St. Botolph's, Aldgate.

In endeavouring to determine the value of any educational system, we must not merely examine the adaptation of its parts to the objects or aims of the system; for in this respect it might be perfect as a system, and yet as a system of education be of little value. We must rather examine the aims of the system, and inquire

whether these are what education—true education—requires, and then examine all parts of the system in reference to their adaptation to secure these objects.

No person concerned for the well-being of society, and for the advancement of his race in intelligence, civilization, and material and moral well-being, can be indifferent to the question—What is the province of the elementary school for the poor? The schoolmaster has a special interest in the reply, as so much depends, both in his qualifications and in his daily avocations, upon the answer. Dr. Bell's answer is short and explicit. "It is," he says, "to teach the rudiments of letters, of morality and of religion, and to prepare children for the stations they have to fill." Or, as he says elsewhere, it is "to turn out good scholars, good men, good subjects, and good Christians."

Interpreted rightly, no higher aims than these could be put forth by any educationist; but when we come to inquire, we find that the views of Bell, hid under these terms, were of the most moderate and limited character.

His "Rudiments of Learning" embraced only mechanical reading and writing with some knowledge of the fundamental four. Nay, in the case of the very poor he did not go even thus far. It was sufficient for them to learn to read the Bible! It seems ludicrous in this connection to speak of "good scholars," when the ability to read the Bible well, does not give the ability to read even a newspaper. Perhaps, which is very likely, the Doctor, by "good" scholars did not refer to the extent of their attainments, but to their soundness, as few educationists have been so strenuous as he on having everything that is learnt, done thoroughly.

By the rudiments of morality and religion Bell seems to have meant a memoritor acquaintance with passages of Holy Scripture and with the Catechism. Many besides Bell have attached great importance to this practice, as the one calculated to make "good Christians." Locke was one of the first to suggest a doubt of its efficiency, and to point out that no moral or religious habit is formed by merely preceptive instruction. In fact, it is hard to understand what influence a merely verbal acquaintance with Divine truth could have on any man, unless it was his habit to submit his conscience hourly to its guidance. And we know that there are many with such knowledge who are totally unsanctified by it either in life or heart. For ourselves we should prefer, wherever practicable, that before Scripture, Catechism, or hymns are committed to memory, means should be taken to open out their meaning, and to bring it to bear on the conscience and practice. Satisfied, too, that this would fail in making "good Christians," unless accompanied by the powerful working of the Holy Spirit.

It is singular that the analogy of reading did not suggest to Dr. Bell that moral habits are not formed by learning by heart. For as no one can be said to have received the rudiments of learning, until he has the power to read, so no one has the rudiments of morality until he practises it.

The province of the school in relation to the future calling of the children is an important question. There is no doubt, as Bell states, that the school should prepare them for the stations they have to fill. But should this preparation be general or special? Should it consist in the formation of such habits as are required in any employment? or, should it consist in furnishing industrial

occupation, or teaching a trade? Now it must be remembered that every well conducted elementary school does supply that training, does secure that discipline, and does form those habits which constitute a general fitness for success in any calling. Considered in this light, all good schools are industrial. Attention, effort, patience, persevering application, are being cultivated every hour; and if they once become habitual there will be no more difficulty in transferring them to a trade or handicraft, or any other occupation, than there is in turning them from one school subject to another.

So thought Bell, hence he claims for the monitorial school superiority in this respect, because it secured the constant employment of every child, and also invested many with offices of trust. But Bell went further than this, and maintained that the children of the labourer and of the artizan, after an hour or two in school, should be employed on some industrial occupation, or in learning a trade.

Bell here showed himself not to be in advance of the public opinion of his day, which would debar the poor from extended instruction, as utterly unbefitting their condition, and as dangerous to society. But many still claim this as the function of the school,—some as a means of keeping children longer under instruction, the parents being able to appreciate the industrial occupation,—others, because many employments require a manual dexterity, which can be acquired only by those who go to them young.

(To be continued)

HINTS ON TEACHING ARITHMETIC.*

Arithmetic is often a disagreeable school study. It is so in part, no doubt, from the nature of the subject itself, but it is sometimes made so by the way in which it is taught. The study must be disagreeable which is incomprehensible; and yet children are often required to bring answers to questions which they only imperfectly understand, and do not at all realize, and which answers are only to be obtained by means of operations, the reasons for which have never been explained to them. It is hoped that the *interest* of the learner in his work which is the first condition of his success, may be promoted by the teacher's attention to the following directions:—

Use concrete numbers before making use of abstract ones. In other words, connect things or objects with all the numbers employed in the earlier operations. By doing so, the purpose of arithmetical working is seen. If a boy is told to multiply 124 by 7, he may do it according to directions that have been given to him. But he is much less likely to see the purpose of what he is required to do, or the utility of what he has done, than if the question had been proposed to him, not as an abstract one, but as one concerning itself with things with which he is familiar; *e. g., How many books are there in a bookcase, which consists of seven shelves, each shelf containing 124 books?*

* These remarks are extracted from the introductory portion of the "Key" to Cornwell and Fitch's "School Arithmetic," just published.

It would be well even to explain the tables by means of some familiar objects; thus, instead of telling a child that 3 and 7 make 10, or that 3 times 7 make 21, it would be better that he should discover it for himself, by means, say, of marbles. He puts or *adds* the heap of 3 to that of 7, and on counting them, he *sees* that they together make 10; or he sets out 3 heaps of 7 each, and then, on counting them, he *finds out* that the heap made up of 7 marbles, taken 3 times, consists of 21.

With arithmetic, as with other subjects, clearness of comprehension is for the most part proportionate to the degree of interest. For this reason, the objects made use of should often be those with which children are familiar. Thus, according to the age of the learner, he might be set to count the panes of glass in the school-room, to calculate the size of the playground, the capacity of the school water-butt, &c.; after having himself first made the necessary measurements.

Always use numbers, and not mere figures. A child is little likely to comprehend a question proposed thus:—First line! 2 (two!) 5 (five!) 8 (eight!) Second line! 3 (three!) 6 (six!) 4 (four!) Third line! 7 (seven!) 9 (nine!) 6 (six!) Instead of this, let the learner feel that he has to do with *numbers*, and not the *characters* only, and in order to this, enunciate each in succession, thus:—two hundred and fifty-eight; three hundred and sixty-four; seven hundred and ninety-six.

Let the numbers made use of be small; such as a child can comprehend, as being within the range of his experience. The operations on a number, so large as to be incomprehensible, must, for that very reason, be without interest. A child, having been accustomed to the employment of numbers within his mental grasp, is easily and without disgust led on to apply the same operations to numbers of any degree of largeness.

Let oral exercises be made use of as introductory to the written ones. As all the exercises in the "School Arithmetic" are formed on this plan, it is here only necessary to direct attention to it, as an essential condition for securing the *interest* of the scholars.

The questions in the book should be *given out briskly*; and, if necessary, should be repeated over and over again, until the learner can reply to them almost instantaneously.

It should be remembered that quickness in calculation is in itself an important thing to attain, and that it can never be gained by laborious paper-work, in which the learner is allowed to think at leisure at every step. Slowness in arithmetic does not help to make the work more correct, but the reverse. Much practice is needed before the student will be able to perform each process readily, and without conscious effort. But all good oral exercises tell favourably on the accuracy of written work, and economise time in the end. It is well occasionally to give a class exercises, *per se*, requiring a given number of sums to be worked out fully, for example, in half-an-hour.

Let every new rule be made the subject of a well-reasoned explanation on the black-board, before the pupil is required to work sums in it. An example should first be taken and worked out in full. The use and meaning of each process should be carefully described, and when it is finished, all the steps should be retraced,

questions should be put, and finally the rule should be stated, in the form of an induction from the example, and from the way in which it has been worked. Illustrations of the kind of explanation needed may be found in the "School Arithmetic," in the "Key to Parsing," and in the "Science of Arithmetic."

Let one or two sums in each rule be worked in an uncontracted form. The ordinary contractions tend to conceal from the student the real nature of the process. Every figure shown in the working has its own special value, and is either a part of the required answer, or represents one of the steps towards it. And as the questions that are put, and the answers that are given, in order to show how a sum *is to be worked*, form an admirable *constructive exercise*, so, when the work is finished, an equally valuable *analytical exercise* should be frequently made use of, in which the teacher, now running upwards instead of downwards, requires the learner to name and account for every part and operation in the working of the sum. The value of this *Arithmetical Parsing*, as it may be called, cannot be over-rated, as regards either discipline or practice.

Let the progress of the Pupil in the theory of numbers keep pace with his practice. It is no true economy of time to hasten onwards to the solution of problems in higher rules, while the lower remain unexplained or misunderstood. Real progress consists rather in a more thorough understanding of the elementary processes, and in greater skill in combining them, and in applying them to new forms of sum, than in moving on rapidly from one rule to another. In the "School Arithmetic," the number of rules bearing different names has been purposely reduced to very few, although there is great variety in the problems to be worked; for, when the essential identity of the principal operations of arithmetic is once understood, the pupil is better prepared to perceive the reason of special rules, and to refer all of them to first principles.

The *Signs* of Addition, Subtraction, &c., Brackets, and the Sign of Equality, *should be often used*. They help a student to show, in a concise form, what is the process he has used, and they give a demonstrative and methodical character to his work. They should be learned one by one, as occasion arises for each of them, and in this way are very easily acquired.

HOME AND COLONIAL REPORT.

(Continued.)

TRAINED TEACHERS.

The idea which the Minute seeks to embody is, that the demand "for trained teachers is to regulate the sum which the State pays for training-schools." Now, I have always hitherto understood that the State itself desired to have the children of the poor educated—that their whole action for years past has been decided by a sense of this want. Is it so or not? Is it not considered that education, to take a low view of it, will diminish the charges for criminals, for Reformatories, and even the poor-rates? Was it not because there were few candidates to be trained, very few Institutions to train teachers, and little demand for them when trained, that the

Minutes of 1846 were issued? Were the country and Parliament altogether in error when they expressed themselves so decidedly as to produce these Minutes? I happen to know, because this Institution existed before 1846, something of the actual state of "supply and demand," as it regards teachers, in other words, of the real difficulty, which had kept the country uneducated for centuries. The poor never have afforded, and I fear the capitalists never will enable them to afford to pay such a sum for the education of their children, as will properly remunerate trained teachers. The whole demands for such teachers has ever been, and must always be, "*artificial*." This is a truth proved in all times and in all countries. It follows that the object of the Government, is, or ought to be, to encourage and aid their employment, and to take good care that the market is always rather over than under supplied with them. Unless they do this, the country never can be educated; and I cannot but think they who do not admit this principle, and act upon it, are learning nothing from the experience of the past.

SCHOOLS IN SMALL RURAL PARISHES.

The Report next adverts to schools in small rural parishes, and defends the propriety of requiring in every case a certificated teacher. In this we are all agreed—but it leaves untouched the fundamental difficulty, how are we to deal, under the Revised Code, with a small and poor parish where, say—the children to be educated do not exceed twenty. To such a parish this Code would give, at the very outside, £10,—whereas the Old Code would have given double, and, in some cases, even treble that amount. This may be called extravagant, but it will only be by those who do not feel the evil of having these twenty children grow up in ignorance and vice, nor estimate the probable expense which the country may be hereafter called on to incur on their account—the wages of two or three steady good labourers, even if no more were got out of the twenty, at 10s. a week, would go far to repay to the country the larger expenditure.

COST OF ELEMENTARY SCHOOLS.

There has been a general impression, and the Report of the Royal Commissioners gave it authority, that the education of each child costs, on an average, 30s. That of this sum the Government paid 10s.; benevolent individuals 10s., and the parents 10s. The Report now before us gives the actual "financial statistics" of 1862, irrespective of the cost of school buildings, from which it appears that the average annual cost of educating each child for 1862 was £1 12s. 7d., and that this was provided as follows:—

	£	s.	d.
Government	0	13	0
Private Benevolence	0	11	3
Parents	0	8	4

I have added to the funds supplied by private benevolence the sum of £51,000, the amount of endowments. Though the property from which this sum accrues was given in previous years, the income still comes from private benevolence; and I cannot understand the policy of Government, who propose to deduct the amount of any annual endowment possessed by a school, from the amount of their Capitation Grant under the Revised Code. It will be very unpopular, and deservedly so.

The total payments for educating the poor in elementary schools for 1862 was £1,295,000. Of this the Government paid £509,000; private benevolence, £451,000; parents of the children, £335,000. There is an opinion strongly implied, and I am disposed to think not without some truth, that the last mentioned item may be legitimately and considerably increased. I believe, in many districts, it is very possible for the parents to pay more, though the increase will require to be made with great watchfulness and judgment.

SUBSCRIBERS TO SCHOOLS, AND PROPERTY-TAX RETURNS.

The Report goes on to remark that of the subscribers to schools 9,000 contributed £5 and upwards, 62,500 between £5 and £1, and 82,000 under £1, and adds, if the total number of subscribers (153,800) is compared with the total number of assessments under the income-tax (3,000,000) school subscribers are only 5 per cent. on the whole population who pay property-tax. This certainly seems a small number, and I am truly sorry for it; but the Report fails to show why this 5 per cent. of the population should be pressed upon more and more for school funds for the benefit of the inert mass. They are doubtless the contributors to almost every other charity; to them come most, if not all, the cases which the poor laws do not reach. They mainly contribute to the preaching of the Gospel, &c., &c., and it would be wisdom in the Government, looking to the general welfare of all, to relieve them as far as practicable with retaining their personal services, from the expenses of education, rather than to increase their burden on that account. There is at present great taste for statistics. Let us apply them. The 3,000,000 are now taxed 3s. 4d. each for education. If they were only to pay 6s. 8d. each the whole Government fund would be provided and the 5 per cent. or 150,000 persons would be entirely relieved.

CONCLUSION OF REPORT.

In concluding their Report the Committee of Council say, "The Revised Code will come into operation in the latter half of the current year. It has not at present afforded sufficient materials for any general conclusions." Let me add my anxious desire that Members of Parliament will in the interval attend to its *practical* working. All who understand the subject have deeply lamented the want of sound information which the Parliamentary debates have hitherto displayed.

EXTRACTS FROM INSPECTORS' REPORTS.

These extracts were quoted and well commented upon by Mr. Reynolds, at the meeting of the Home and Colonial School Society.

MR. FUSSELL'S REPORT.

After more than the usual school statistics, Mr. Fussell says:—

"I wish I could report as favourably as heretofore of the general progress of the schools under my inspection. For the first time in the course of my acquaintance with the district—a period of now more than ten years—I observe a falling-off in this respect.

"Many managers are re-organizing their schools in a way that threatens to impair their efficiency, and to interfere with their usefulness to that class of children for whose benefit they were originally designed. Some of the best teachers

are seeking other employment. But the fact which, above all others, has impressed me painfully, is the altered bearing of the pupil-teachers. Their examinations have been less satisfactory than before, and they frequently evince a disposition to avoid the usual course of study at a training school, and to rest content with the lowest professional status which will entitle them to be regarded as qualified for the charge of schools receiving aid from the public grant, and for the instruction of apprentices."

MR. BELLAIRS' REPORT.

"For some months I have been examining the children under the proposed regulations of the Revised Code. In standard I. the children seldom pass a satisfactory examination in reading, writing, or arithmetic, and their religious instruction has not been sufficiently personal to produce much effect upon the mind or the heart."

"In standard II. the children succeed better. If any alteration should take place hereafter in the syllabus, I think that an examination in easy monosyllabic dictation would be better than transcribing.

"In standards III, IV., and V., the attainments of the children generally in the annual grant schools, except in arithmetic, are satisfactory. There is some little difficulty in determining the amount of number in which children are to be examined in the different rules of arithmetic. *L.G.*, in standard II. the children are required to work simple sums in addition and subtraction. In standard III., in the four simple rules. But there is a great difference in telling a child to subtract 99 from 3,002 and 99 from 302. My rule is to confine the sums in standard II. to hundreds, and in standard III. to thousands.

MR. TINLING'S REPORT.

"Fears and doubts on the part of school managers have in certain cases tended to lessen the efficiency of the schools, and to make the present crisis one of the greatest difficulty.

"Many of the pupil-teachers have shown themselves unwilling to complete their apprenticeship, whilst, for the first time since the Minutes of 1846 have been in operation, it has become a matter of very great difficulty to obtain fit candidates for apprenticeship.

"And this sudden diminution of pupil-teachers and candidates has been detrimental to many of the schools in this south-western district.

"One other change in connexion with the education of the poor in this district has been observable during the past year.

"In former years a general desire has been expressed by school managers and school teachers with whom I have come in contact to raise and extend the standard of school instruction, and whilst accuracy was maintained, to introduce geography and grammar, singing and drawing, as subjects of school instruction. During the past year I have found a great willingness on the part of school managers and teachers to be satisfied with the subjects of reading, writing, and arithmetic, combined with religious knowledge, and to cast off, without sufficient thought, those other subjects of instruction which have been most useful to the children, and highly valued by the parents.

MR. BLANDFORD'S REPORT.

"Improvement has not been confined to religious instruction; other subjects have shared in it; and, if it were possible to put side by side schools as they were eighteen years ago, and as they are at the present time, the progress which has been made would need no commentary. I have also to remark that public feeling and opinion have gone along with this improvement, and are now often favourable where before they were indifferent or hostile to education. I do not mean to state that so much good has been realized without attendant drawbacks. Your Lordships have retained in your Revised Code a great part of the old Minutes, but you have also introduced changes, for which I can see reasons in the facts around me, and on the results of which I shall have the honour to report to you in future years."

MR. BROOKFIELD'S REPORT.

"In some cases I have found a deliberate and systematic discontinuance of instruction in geography and other subsidiary subjects upon which no direct bonus is proposed by the Revised Code; and I have not found such discontinuance compensated by any corresponding improvement in the more elementary articles of reading, writing, and arithmetic. I think it important to record this, because it tends to justify a conjecture which, even in the absence of experience and observation, I should have been inclined to hazard, viz., that in a well adjusted school a judicious amount of such incidental, or, if I may be permitted such an incomplete expression, marginal instruction as may quicken and enlarge the intelligence and impart additional interest to the reading of a child will not, in the end, be likely to retard improvement in that most important of the three elementary subjects; while on the other hand a strict limitation to the three mechanical subjects, to the entire exclusion of collateral and subsidiary instruction, would seem not unlikely, by cramping and limiting the intelligence of the learner, to retard that progress in mere mechanical acquirements which it was intended to promote. I might not have felt called upon to say this but for the very prevalent misapprehension amongst managers and teachers that in assigning the capitation bonus to proficiency in reading, writing, and arithmetic, it was the intention of the Revised Code to discourage every other kind of instruction.

MR. KENNEDY'S REPORT.

"In speaking of the merits of the teachers, I would by no means be considered as referring only to their skill, vigour, and industry in imparting secular knowledge, but even more to the moral tone which they infuse into the children. The superiority of the modern teacher over the teacher of 20 years ago is in my opinion more marked in this respect than in any other. In the strong language used to me by one of the highest dignitaries of our Church, the modern national-school teacher is 'a different animal' from the one of former years. The moral effect on the children may well be supposed to be most valuable. This superiority is due in some measure to the pupil-teacher system, but still more to the training colleges. The very appearance of the modern teacher produces a good moral effect on the poor children. The charge is sometimes brought against the modern teacher of uppishness, priggishness, and conceit. I can with perfect sincerity declare that

such faults are most rare, and, for my own part, I have not seen anything of the sort in any one teacher with whom I have been brought into personal contact during the past year. There was not one whom I could not respect and esteem, both for manner and disposition, even where professional ability may have been deficient." I must again state that this entirely accords with the experience of our Society.

Ed. in Van. Co.

EDUCATION IN FRANCE.

In the part of the statement appropriated to education made by the French Government, the following paragraph occurs:—

"There exist at the present time in France 82,135 establishments of primary instruction, or 16,136 more than in 1848; and the scholastic population, which at this last period was only 3,771,597, has risen in 1862 to 4,731,946, giving an augmentation of nearly a million, or a quarter of the whole. The 36,499 communes provided with means of instruction comprise 41,426 public and free schools, special for youths or mixed as to the sexes, of which 37,895, numbering 2,145,420 pupils, or directed by laics, and 3,581, numbering 482,008 pupils, have congregationist masters. Of the 2,627,428 children in these schools, 922,820, or more than one-third, are admitted gratuitously. During a period of 30 months, from January 1, 1861, to July 1, 1863, the masters of the 34,873 lay schools have led to 99 judicial condemnations, for 19 crimes and 80 indictable offences. The masters of the 3,531 congregationist public schools have led to 55 condemnations—viz., 23 for crimes, and 22 for offences. The expenses for the 37,874 public schools, special or mixed as to sex, have amounted in 1862 to 31,324,615*f.*, of which 29,732,477*f.* have been for the masters, giving to each a mean salary of about 790*f.* The number of schools for girls is 26,592; 13,491 directed by laics provided with diplomas of capacity, and 13,101 by religious sisters, of whom 12,335 have only the letter of obedience. These schools receive 1,609,213 pupils, of whom rather more than a third, or 604,247, are in the lay schools, and 1,059,966 in the congregationists ones. One-quarter of those pupils are admitted gratuitously—viz., 1,30,210 in the lay, and 490,094 in the congregationists schools; total, 620,304. The emoluments of the female public teachers amount to 9,169,030*f.*, giving a mean of 655*f.* per head. Nevertheless, the salary of 4,756 teachers is not as yet more than 400*f.* The number of the *salles d'asile* is 3,162, of which 958, directed by laics, provided with certificates of capacity, receive 83,248 children; 2,204, held by congregationists, most of whom have only the letter of obedience, number 265,062 pupils. The gratuity is accorded in these rooms to 257,321 children; 2,181 directresses receive 1,384,049*f.*, or 634*f.* as a mean salary. Nearly 600,000 children still remain completely devoid of instruction; and many of those who figure in the lists of the school, only going there during two or three months of the bad season, forget what they have learnt in the winter. It is from among these children, abandoned to ignorance or vagabondage, that crime at a later period draws its fatal contingent. The administration of Public Instruction directs its most anxious solicitude to this

So

circumstance. But it is necessary that the country should be well convinced of this truth—that money expended in schools is so much saved on the prisons. Two considerable facts are produced in the bosom of our society—first, the progressive increase of the scholar population, which has gained more than a million since 1848; and, secondly, the diminution of crime, which from 1847 to 1860 has fallen by nearly one half, and at this very moment obliges the Administration of the Interior to suppress a central establishment. In the department of the Hautes-Alpes the population have so well adopted the habit of giving primary instruction to their children that the schools are full; but the prison of Briançon has several times this year been quite empty.”

Notices of Books.

Civil Service Arithmetic. By Robert Johnston. Longman and Co. The compiler of this arithmetic proposes to himself to provide an apparatus for teaching that subject to candidates for the Civil Service, superior to that now in use. According to the preface—“It contains almost all the questions on arithmetic given in the Civil Service Reports, and several others which were obtained from parties who underwent the examinations at which they were proposed. The questions are arranged under the various rules, and referred as far as possible to the Department of the Civil Service in which they were proposed. Some of the most difficult are worked as examples, and every pains has been taken to render the treatise suitable for the requirements of the public service.” The chief merit of this arithmetic lies in its bringing together “one thousand and three hundred questions proposed by the civil service commissioners,” for in these the young student sees the questions actually set by the examiners, and hence comes to know the precise kind of arithmetical knowledge, that he must carry in to the examination.

An English Grammar. By Alexander Bain, B.A. Longman and Co. It may be necessary to state at the outset, that this English Grammar was composed “with more particular reference to the class of English Composition (attached to the Chair of Logic) in the university of Aberdeen.” This fact explains the construction of the work, and shows why it is better fitted for teachers and students of some standing, than for ordinary school work. Substantially all English Grammars are pretty much alike. It is in matters of detail that we find the author’s individuality cropping out, and it is therefore in these details that we look for new and profitable matter, in the grammar of a fresh writer. In this respect Mr. Bain’s grammar will not disappoint the inquirer, for it is full of thoughtful and suggestive remarks, such indeed as we might expect from one whose attention has been so long and so successfully directed to thought and the modes of its expression.

Petit Lecteur des Colleges. By Monsieur Le Page. Virtue, Brothers, and Co. As a French Reader for young people, the *Petit Lecteur* has several points of com-

mendation. The lessons are of sound character and of moderate length, the vocabularies are unusually full and include idiomatic usages, and considerable assistance is given all through in aid of correct pronunciation.

First Lessons in the Life of our Lord Jesus Christ, for Families and Schools. By Chas. Willis, M.A. Jackson and Co. A good deal of care has evidently been taken in drawing up these lessons from the Four Gospels. The story of our Lord's life is told in short sentences, and with great simplicity. As an introduction to the Gospels themselves, we think this little book may be made to do valuable service.

English Grammar for the use of Junior Classes in Schools. By the Rev. Wm. Kirkus, LL.B. Longman and Co. In this grammar the chief object is to supply the leading facts of etymology, such as a little child may be supposed to be able to commit to memory; orthography and syntax are disposed of, the latter in two pages, the former in four. As this grammar contains no new feature, either in its matter or its method, it seems to us an unnecessary addition to our school literature.

Student's Chronological Maps. By D. Beale. Bell and Dalby. Pupils of middle and higher class schools are presented with a most ingenious technical system for grasping the facts and deducing the lessons of history. Teachers also of elementary and commercial schools should possess the work, which is divided into two parts, 2s. 6d. each, or 3s. 6d. together. The former is devoted to English History. An hour's study will convince the reader that it fully substantiates the claim that it puts forth, following in its main design the Méthode Mnemonique Polonoise, to "enable the student, not simply to give dates, but to see at a glance the chief contemporary sovereigns, events, &c., and places before the mind a compact map, which will form a secure basis for the philosophical study of Modern History." When we say that the work seems to us fully to realise its purpose, we need say no more, to recommend it to our readers.

Educational Intelligence.

Committee of Council on Education,
Council Office, Downing Street, London, S.W., 13th November, 1863.

{ Circular to Training Schools.

{ Minute of the 21st March, 1863. Section 6.

Rev. Sir,—Some doubt appears to exist respecting the interpretation to be put upon Section 6 in the Minute of the 21st March, 1863.

It means that no candidate who fails to pass the examination by Her Majesty's Inspectors for admission into a Normal College will be qualified to bring a grant to it as a certificated teacher, under sections 1—3.

The examination for admission must be passed before training, in the sense required by the minute, can begin.

The authorities of the several colleges are not precluded from admitting students who have not passed this examination, and such students may be examined with the rest at the end of their first and second years, and may become certificated teachers. The cost of training such students must, however, be defrayed wholly from their own or charitable funds.

The reason for this distinction is obvious.

It by no means follows that every student who passes an examination at the end of the first and second years, and who teaches a class without conspicuous failure before an Inspector, has profited equally, in acquiring professional aptitude by residence in a Normal School. Students who enter such schools without due attainments are not ready to begin a course of professional instruction, and, in proportion to their want of preparation, convert what ought to be normal into elementary schools.

My Lords are of opinion that the tendency to this evil cannot be obviated without subjecting admission into Normal Schools to the test of uniform examination. They have, therefore, by their minute of the 21st March, 1863, confined the public responsibility for payment to those students who have passed an examination for admission before public officers.

I have the honour to be, Sir,

Your obedient Servant,

R. R. W. LINGEN.

[Copy of a reply from the Manager of a Training College.]

Training College, 17th November, 1863.

Sir,—I beg to acknowledge the receipt of your letter of the 13th inst.

Considering the difficulties in which Training Colleges are or must be involved by the operation of the Revised Code, the minute of 21st March, 1863, and the subsequent minute of 19th May (the effect of which, extending as it does over more than 4,000 schools, will be to limit materially the number of those schools in respect of which trained teachers can bring to their Colleges the grants promised in the former minute of 21st March) permit me to say that the construction which has now been placed upon Section 6 is, to say the least, harsh.

It does not seem obvious how, if two viva voce and written examinations fail to test the teacher's fitness, this will be accomplished by the third examination at the commencement of training before the same public officers.

Neither does this restriction really check any tendency to lower the age of students in the Training Colleges, and so remove a distinction which should always separate them from elementary schools.

But at all events it is introducing a practice different from that which has formerly obtained, and it will deprive students of privileges which they have till now enjoyed.

Hitherto Pupil Teachers failing in their scholarship examination but entering aided by exhibitions or at their own expense have had the opportunity of, as they have often succeeded in, effacing their failure by the position they have taken in the class list in first year subjects; so that they could still go out as fully trained students at the end of their second year.

Of private students (not pupil teachers) few comparatively succeed in the first year's examination; the rest, therefore, as they already have been doing, must leave at the end of one year or remain three years. But these few possess qualifications which raise them above the average standard of students and render them as fit as others to leave at the end of two years.

The effect, therefore, of their Lordship's interpretation will be to exclude altogether from the Training Colleges such of the above two classes as are unable to meet the expenses contingent on three years' training, and to throw upon the Colleges the cost of *all* who enter as private students, unless they remain for more than two years.

It may indeed be thought by the authorities of the Council Office that the grant of £100 should not accrue in the case of any who may have cost the managers only two years' education and one year's maintenance; but then it should be considered on the other hand that, if Principals are to fulfil their duty, they will have (take what care they can in admission) to decline to recommend for renewal of scholarships some whom, at the end of the first year, they think likely to prove undesirable as future teachers, and in every such case they will have to inflict upon their Committees a total loss for scholar's education and maintenance.

Is it to expect more than is equitable, to hope that the Council Office should allow the above cases, as it were on opposite sides of the account, to balance each other.

I remain, Sir, yours faithfully,

A. B., PRINCIPAL.

The Secretary, Committee of Council on Education.

ASSOCIATED BODY OF CHURCH SCHOOLMASTERS IN ENGLAND AND WALES.

A very interesting meeting of the Northamptonshire district of this general association was held in Freeman's Schools, Wellingborough, on Saturday, October 31, 1863. Teachers from the neighbourhood of Northampton, Wellingborough, Oundle Thrap-ton, and Bedford were present. Mr. Hare, of Ravenstone, Vice-President of the East Midland Association of Teachers, was voted to the chair. The first business was the reading of a paper by Mr. Glover, of the Church of England School, Pavenham, near Bedford, on "The Management of Schools under the Revised Code." The lecture, which was of an eminently practical character, was treated of under various heads:—1, grouping of children for examination; 2, practical plans of teaching reading, to ensure the passing of the children in the examination when the Inspector visits a school; 3, the same of writing; 4, of arithmetic; and 5, of religious instructions. Among other plans recommended by the lecturer, was a periodical—say quarterly—examination of children by strangers, and he produced a specimen plan, published by Messrs. Simpkin and Marshall, at a penny per sheet, for recording the result of such examinations.

Some severe criticisms followed the reading of Mr. Glover's paper, both of his recommendation and of the actual working of the Revised Code. It was regarded by those present that the standards as laid down in the Revised Code were almost rendered nugatory by the independent action of every individual Inspector. One

may have one standard, a very fair one of excellence to be attained in order to procure the Government grants, another may have a higher, while another may have a much lower standard. This fact, added to the great natural difference between the capacities of children in the schools of different localities in town and rural parishes, for example really will destroy all standard, for the condition of schools are very various in different districts and even in different parts of the same districts. 2. The pecuniary results to be obtained from a satisfactory examination will, in the case of reading, at any rate, tend to retard the real progress of the scholars in the art, rather than advance it. Mr. Udall, of Islip, gave an interesting account of the official examination of his school under the Revised Code, according to which those present at the meeting inferred that the Inspector of Schools in this county did not adopt any arbitrary principles nor entertain any unreasonable notions of the standard of excellence in determining whether the children were up to the standard under which they examined, but took a common sense view of the matter and treating the examination of schools accordingly; not being unduly lenient, nor unreasonably severe, he adopted the admirable plan of going on in media era. After the discussion the following were unanimously agreed to as being the views of the members present, on the subject under notice:—

1. That in teaching the art of reading it is better to have a variety of books in use, but in order to secure the grants it is better to have only one book in use for each standard.
2. That it is desirable that quarterly examinations of scholars should take place, conducted by strangers, as nearly as possible according to the standards of the Revised Code.
3. That teachers might facilitate this work by examining each other's schools, as recommended.
4. That for improvement in writing, transcription, and writing by dictation, paper should be resorted to for all children as early as possible, (paper having been used in examining children under standard 4.)
5. That mental arithmetic should occupy a prominent place in all school routine.

It may be added for the information of all whom it may concern that one instance was cited in which notice had been given that if the scholars of the school were not presented under four groups, it would not be examined; also that in some schools examined under the Code, the proportion of failures of the numbers examined was in reading one third, in arithmetic one half, and in writing one third. It was also stated that three errors in writing by dictation produced a failure in writing, and a consequent loss of 2s. 8d. to the school funds. The next business was the discussion of certain rules for the management of the district.

The officers chosen for 1864 were—President, Mr. Nash, (of Northampton); Secretary, Mr. Graves, (of Lamport); Committee, Messrs. Genner (of Wellingborough), Glover (of Ravenham, near Bedford), and Smith (of Finedon), besides Mr. Lee (of All Saints School, Northampton), and Mr. Udall (of Islip), as ex-officio.

members. Other matters relative to the annual conference at Derby on December 29th and 30th, were brought under notice, and the meeting terminated with a vote of thanks to the Chairman. Several new members were proposed.

Meetings were held on the same day at several other places in connection with the Associated Body. Also on Nov. 7, at Cambridge, Newcastle-on-Tyne, in North Staffordshire, Darlington, and other places, when various subject came under discussion.

CHURCH SCHOOLMASTERS AND SCHOOLMISTRESSES' BENEVOLENT
INSTITUTION.

We are glad to learn from the Committee of this valuable Society that matters are in progress for electing an Annuitant upon the funded property of the Institution early in the ensuing year. A notice to this effect will be found in our advertising pages for the present month, and we sincerely trust that this extension of the Society's work will lead to a corresponding increase in the amount of subscriptions, particularly from Teachers, that thus the Committee may soon find themselves in a position to announce the election of other Annuitants. We need say nothing to recommend such a Society to the notice of Teachers, but strongly advise all, who have not hitherto connected themselves with it, to apply to the Honorary Secretary for information respecting its principles and operations.

LINCOLN TEACHERS' ASSOCIATION.

At the November Meeting of this Association, (held in the Central Girls' School, Lincoln), the Rev. H. Nelson introduced the subject of "The New Code, and how best to prepare for it." His address was exceedingly practical, and called forth a hearty vote of thanks. The following were the chief points:—

- (1) The necessity of careful grouping, especially at the first examination.
- (2) A record of individual progress.
- (3) Periodical examination of each child by the master.

Mr. Nelson's address was followed by a thorough practical discussion of the subject; and much valuable information with respect to real school-work was elicited.

Correspondence.

Newton le Willows, Nov. 11th, 1863.

Sir,—I beg to send you solutions of the questions proposed by "George" in your last number.

Yours respectfully,

S.

(1)

Since $(x+a)$ is one of the factors of (x^2+px+q) $\left(x+\frac{q}{a}\right)$ may evidently

be taken for the other, hence $x^2+px+q=(x+a)\left(x+\frac{q}{a}\right)$

$$=x^2\left(a+\frac{q}{a}\right)x+q$$

$$\therefore p=a+\frac{q}{a}$$

$$\text{Similarly, } p^1=a+\frac{q^1}{a}$$

$$\text{whence, } p-p^1=\frac{q}{a}-\frac{q^1}{a}$$

$$\therefore a=\frac{q-q^1}{p-p^1}$$

(2)

$$\frac{1}{4} \cot \frac{\theta}{2} - \frac{3}{4} \cot \frac{3\theta}{2} = \frac{1}{4} \frac{\cos \frac{\theta}{2}}{\sin \frac{\theta}{2}} - \frac{3 \left(4 \cos^3 \frac{\theta}{2} - 3 \cos \frac{\theta}{2} \right)}{4 \left(3 \sin^3 \frac{\theta}{2} - 4 \sin \frac{\theta}{2} \right)}$$

$$= \frac{\cos \frac{\theta}{2} \left(3 - 4 \sin^2 \frac{\theta}{2} \right)}{4 \sin \frac{\theta}{2} \left(3 - 4 \sin^2 \frac{\theta}{2} \right)} - \frac{12 \cos^3 \frac{\theta}{2} - 9 \cos \frac{\theta}{2}}{4 \sin \frac{\theta}{2} \left(3 - 4 \sin^2 \frac{\theta}{2} \right)}$$

$$= \frac{3 \cos \frac{\theta}{2} - 4 \cos \frac{\theta}{2} \sin^2 \frac{\theta}{2} - 12 \cos^3 \frac{\theta}{2} + 9 \cos \frac{\theta}{2}}{4 \sin \frac{\theta}{2} \left(3 - 4 \sin^2 \frac{\theta}{2} \right)}$$

$$= \frac{12 \cos \frac{\theta}{2} - 4 \cos \frac{\theta}{2} \left(\sin^2 \frac{\theta}{2} + \cos^2 \frac{\theta}{2} \right) - 8 \cos^3 \frac{\theta}{2}}{4 \sin \frac{\theta}{2} \left(3 - 4 \sin^2 \frac{\theta}{2} \right)}$$

$$= \frac{8 \cos \frac{\theta}{2} - 8 \cos^3 \frac{\theta}{2}}{4 \sin \frac{\theta}{2} \left(3 - 4 \sin^2 \frac{\theta}{2} \right)}$$

$$\begin{aligned}
 &= \frac{2 \cos \frac{\theta}{2} \left(1 - \cos^2 \frac{\theta}{2}\right)}{\sin \frac{\theta}{2} \left[1 + 2 \left(1 - 2 \sin^2 \frac{\theta}{2}\right)\right]} \\
 &= \frac{2 \cos \frac{\theta}{2} \sin \frac{\theta}{2}}{1 + 2 \left(1 - 2 \sin^2 \frac{\theta}{2}\right)} \\
 &= \frac{\sin \theta}{1 + 2 \cos \theta}
 \end{aligned}$$

(3)

Since the perpendiculars are in the proportion of 4, 5 and $6\frac{2}{3}$;

or of 1, $1\frac{1}{4}$ and $1\frac{2}{3}$;

we have x , $1\frac{1}{4}x$, $1\frac{2}{3}x$ for perpendiculars supposing the least to $= x$.

Let y be the base on which the least perpendicular falls.

Then $\frac{xy}{2} = \text{area of triangle,}$

$$\left. \begin{aligned}
 &\text{and } \left(\frac{xy}{2} \times 2\right) \div 1\frac{1}{4}x = \frac{4}{5}y \\
 &\text{also } \left(\frac{xy}{2} \times 2\right) \div 1\frac{2}{3}x = \frac{3}{5}y
 \end{aligned} \right\} \text{other sides.}$$

$$\therefore y + \frac{4}{5}y + \frac{3}{5}y = 120$$

$$\left. \begin{aligned}
 y &= 50 \\
 \frac{4}{5}y &= 40 \\
 \frac{3}{5}y &= 30
 \end{aligned} \right\} \text{sides.}$$

[The workings are also sent by "Verneck," who presents the last arithmetically as follows]

Boston, 24th November, 1863.

Sir,—I scarcely thought it desirable to notice the letter of your correspondent at Wordsley, who signs himself H. N., in November number of "Papers for the Schoolmaster." As H. N. appears to be only a "casual observer," and likewise a superficial reader, of "The Papers," he will find on referring to page 202, October number, and reading *carefully* the first 17 lines, that information similar to that contained in my letter is solicited from all teachers, so that some correct data of the

changes affected by the Revised Code may be obtained before the next session of Parliament.

Teachers do not complain of "apparent injustice now," but of *real injustice*, especially those who have invested in Life Assurances and purchased Government Debt Annuities upon the recommendation of Her Majesty's Inspectors, who stated that the augmentation was given to enable teachers to make provision for old age, or premature death.

The latter part of H.N.'s letter is also superfluous, for had he read my letter *attentively*, the information he *thought* to give respecting my being uncertificated in drawing, he would have found supplied by myself. The advice, too, at the end of his letter is, I consider, rude and uncalled for.

I am, Sir, yours, &c.

W. G.

10th November, 1863.

Sir,—In the notes on Wordsworth's "Excursion," book 1, the word "*trivial*" is imperfectly explained. The real origin of the word is from the system of philosophy current in the time of Alcuin, Bede, and Charlemagne. The circle of instruction, or the Liberal Arts, as the term was then understood, consisted of two branches, the *trivium*, and the *quadrivium*; the *trivium* included grammar, rhetoric, and the dialectics; the *quadrivium* comprehended music, arithmetic, geometry, and astronomy, Hence any elementary matter was said to be *trivial*. Yours, &c., M.

P.S. One of my Pupil Teachers mentions that the Archbishop of Dublin elect has given the same explanation as the other Papers, but as to this I am incredulous.

[The Latin word *trivialis* in the sense of 'trivial' was in use long before the age of Charlemagne. Let our readers judge between us, though we spare the authority of the Archbishop of Dublin elect.—ED.]

WORCESTERSHIRE UNION OF MECHANICS' INSTITUTES.—At the evening meeting of the Union held in the Masonic-hall, at Stroud, on Thursday. Earl Ducie took the chair. Mr. Scrope, M.P., moved the first resolution. Sir John Pakington seconded the resolution. He fully admitted the necessity of recreation for all classes, and he thought these institutes were bound to afford means of recreation, but he doubted the wisdom of placing as a prominent object before the public that the first aim of these institutes was amusement and recreation. We should not shut our eyes to the fact that the material and intellectual condition of the working classes of England was not satisfactory. The resolution having been carried, Mr. Horsman, M.P., moved, "That mechanics' institutes are valuable aids to self-improvement, and that their efficiency is increased by provincial unions." The resolution was seconded by the Rev. C. H. Bromby, of the Cheltenham Training College, and carried. Mr. Bromby said he differed from Sir John Pakington regarding the recreation for the working classes. He saw no relation between skittles and public houses, nor between tobacco and drinking. Mr. Holland, M.P., moved, "That social combination is a desirable element in institutes and clubs for working men." He approved of clubs and belonged himself to a labourers' "free and easy." The Rev. H. Solly concurred in the value of recreation for working men. He looked upon recreation as the hand-maid of knowledge. Men when tired with work could not always find rest in study, but often wanted something more amusing than books. Especially they wanted social intercourse, and he particularly insisted on that requirement.

PAPERS FOR THE SCHOOLMASTER.

No. 155.

JANUARY 1, 1864.

Minute of March 1863, § 6.

GREAT dissatisfaction has been felt at the interpretation put by the Council Office upon the 6th Section of the Minutes dated 21st March, 1863. The Minute stands thus—"Candidates (for admission into Normal Schools) will be examined by Her Majesty's Inspectors in December of each year at the several Normal Schools for admission."

Nothing is said which would lead us to expect that no grant will be made to Normal Schools on account of those who fail; on the contrary, silence upon this point naturally sanctioned the inference that, as under the Old Code, so under the Revised Code, the condition of claiming grants would depend upon the final examination. We print in this number the Secretary's letter in justification of what must be regarded as a New Minute. The argument in favor of some preliminary examination is sound enough, but the Normal School authorities will have sufficient interest in taking care that no student is admitted upon whom the work of the College is likely to be thrown away. This is their business—that of the Council Office is to see that no grant is thrown away, and the test in their hands is twofold—the *final* examination, and the Reports of Her Majesty's Inspectors of actual work done in the School. We print a reply from one of our Normal Colleges.

LECTURE ROOM NOTES.—No. 1X.

GOSPEL BY ST. LUKE.

Chap. xii. 1-12.—This discourse seems to flow out of the last. (1) *leaven which is hypocrisy*—as leaven changes the whole substance in which it works, so hypocrisy alters the whole character of the man and his actions. And as the manifestations of the expansion of the gases under the influence of the secret leaven appear on the

surface, so (3) the hypocritical nature of false teachers will be manifest to the eyes of men. This hypocrisy is (4) often the result of fear of man, and the true antidote is (5) the fear of God, and a trust (6, 7,) in His loving Providence. (8) To lose this trust and confession of Christ is (9) to lose His advocacy at the last. To keep this trust amidst the opposition (10) of blasphemers and before earthly rulers, will be to secure the advocacy and teaching (12) of the Holy Ghost. Those who sin against the Holy Ghost *now* are those who are wilfully ignorant of the influence of the Spirit, and are carelessly resisting His working within their hearts. It is not those who *know* and *feel* they have sinned, and are leading a low and morbidly penitent life by looking too much to their sins, too little to their Saviour. (13) *one of the company*—but one not a disciple, who thought the Rabbi to whom he had been listening might influence his brother. (14) Our Lord replies that His Mission was not to judge, but to discover and explain to men their motives, and to lead them to better ones. (16—21) Under this parable our Lord rebukes covetousness. The rich man is guilty of no *positive* guilt, and his wealth was not dishonestly obtained. His guilt was *negative*.—He did not realise the nature of his stewardship, which led him to forget (a) *God*; (b) his *fellow men*; (c) his *soul*; (d) his *last account*. (21) He who is rich to himself is not rich towards God, because he robs God of the inner life, and is deficient in the gifts of the Spirit, which, in the sight of God, are of great price. (22—31) This discourse rises distinctly out of the parable, proving the folly of distrusting the Providential care of God. The Saviour was always interpreting the works and laws of nature. (31) *Shall be added*—the things of Providence shall be superadded (compare Romans viii., 32). (35) Differs from the parable of the ten virgins in this, that while there the object of the virgins was to meet the bridegroom and conduct him to the bride's house, here the servants belong to the bridegroom's house, and are waiting his return. The wedding itself, though it lies in the background of the parable, is not here brought out. (38) The Jews divided the night into only three watches. The *first* is not mentioned, because then, probably, the marriage is supposed to have occurred. (43) *Doing*; comparing this verse with (40) we see that to be *ready* and to *watch*, is to be *doing*. (44) Our Lord's answer shews that there will be a variety of responsibility and reward where there is a variety of privilege. (48) *the more*—i.e. more than was entrusted them. In commerce, men expect back *interest* as well as principal. (50) *baptism*—the Saviour's sufferings and death was His baptism. So our baptism is "a death unto sin." The laver represents a *drowning* of the old nature. "We are buried with Him by baptism into death." Rom. vi. 4. (51) *division* is the indirect consequence, though *peace* was the object of His coming on earth. (54—59) He reproves their shortsightedness (54) in not observing the signs of this separation, and (57) their folly in not becoming reconciled to the Heavenly Judge. (58) *adversary*—the Law of God, conscience, the Devil; *magistrate*—God Himself; *way*—life; *judge*—the Son of God; *officer*—death or the angels; *prison*—that of hell.

EDUCATIONAL SYSTEMS AND PROGRESS IN THE NINETEENTH CENTURY.

No. II.—THE MADRAS SYSTEM.

II.—ITS PRINCIPLES.

The essential conditions of real education, according to Dr. Bell, are attention and exertion on the part of the children. The success of a system in securing these is the *test* by which it ought to be tried, and on the ground of its fitness to secure them, he claims attention to his own.

Dr. Bell is doubtless right in taking this ground, as a more important principle cannot be named in connection either with elementary learning, or the acquisition of right habits.

Attention originates in a desire to learn, and its degree is in proportion to the strength of the desire. It seems as employed by Bell, to imply instruction and an instructor. But here is one of the weakest points in Dr. Bell's system. As he attached little weight to what is done *for* a child, and highly valued the teaching of children by children, the result was, that the instruction was mere rote, and consisted chiefly of what was mechanical and verbal. The agency employed was well fitted to accomplish this task, and nothing in later improvements even, can be said to be superior, perhaps not equal to it, in securing the mastery of lessons, which always involve an amount of irksome drudgery to an adult. But this system was fruitless in a higher culture—a culture that is only possible when the mind of the well instructed master is brought to bear directly and not vicariously on the minds of his charge.

The habit of attention and exertion during a succession of lessons, for several hours daily, was rightly deemed by Bell of more importance than the simple act of attention required in one lesson. Hence the weight he attaches to this as an argument for the employment of monitors—these securing both a greater variety of work and more constant employment, than were possible with but one teacher.

But without looking at it from the monitorial point of view, we must regard it—as indeed did Bell—as the backbone of any system of school education. Nothing in any system of education can be a substitute for a child's own exertions. No one ever became a scholar by the efforts of his teacher. Personal exertion is the only road to knowledge and mental cultivation. Therefore all methods of instruction are of value, just in proportion as they stimulate the child to put forth his own efforts on the task before him, and fit him for independent exertion at another time. This is the aim—or ought to be—of all teaching, the master, feeling that it his province to teach, only so far as to make his pupils to learn. A teacher's measure of success should always be the degree to which he can bring his scholars to exert themselves without aid. In fact it may be laid down as an axiom, that all methods, succeed as instruments of education, in the degree in which they gain the pupils' own efforts, and thereby tend to form him to habits of self-exertion and reliance, especially is this true in schools for the poor—for as school life is short—too short for the purposes

of education—the work of every school should be to put the power of self-education in every one's reach.

It will not escape notice that this matter is regarded both as a means and as an end. As a means because nothing that is really valuable in the whole range of knowledge, or in the fitness of the mind to acquire it, is possible to any one but through his own arduous exertions—as an end, because the habit of active exertion and constant employment, directed to right objects, is one of the most important, whether to his own individual welfare, or his usefulness to society.

The principle which we have been considering, may be regarded as the characteristic feature of school education until the introduction of oral teaching and of collective lessons. Bell's schools made no provision for it but what was obtained by the preparation of lessons in school. But in other schools—those of a higher grade—there were home tasks—which it was the chief business at school to recite and to hear.

At present, with an equal sense of the importance of securing a child's exertions, our means are multiplied of doing so, by our improved methods of teaching and organization. In many schools a portion of time is given by the younger children to the silent preparation of lessons, monitors being employed to see that all are faithfully engaged. A very valuable means of securing the scholar's exertions is having in every class where practicable the oral and reading lessons reproduced as abstracts. Another means is that of requiring—where the subjects admit of it, as in grammar and arithmetic—independent examples in illustration of any principle that has been explained or proved. In choosing his subjects, whether of class or collective lessons, the teacher should give preference to those which admit of this practice. And he should be ever careful to require his scholars to work out by themselves either the same lesson, or examples of a similar nature; as it often happens that children who perfectly understand a process when shown to them on the B. B. or follow a process of reasoning under the stimulus of a master's questions, find themselves unable to do so afterwards alone.

But of all the modes of securing the scholar's own exertions, that of home exercises—if well devised—is the best. Being more purely his own work, they are highly favourable to good progress. Their evident tendency is to form habits of voluntary exertion and self reliance, for the scholar is working alone, without either the stimulus of the master's questions, or the power to appeal to his assistance. Hence they are peculiarly favourable to habits of self-dependence, as difficulties are to be met with, which must be grappled with and overcome, without assistance. That "home exercises" may secure all this benefit to the pupil, they must be of a nature to interest him. Three kinds of home exercises are found in all good schools.

(1.) Preparative, including the reading lesson, spelling, catechism, geography, and any other which simply exercises the memory.

(2.) Repetitionary, consisting of abstracts of lessons, and the working of examples in grammar and arithmetic. A practice valuable not only as a repetition but as giving a better understanding of the subject.

(3.) Inventive, including all exercises in composition, from a list of descriptive terms in the lower classes, to the theme or essay in the higher; and also including

such a preparation of the reading lessons as involves the use of a dictionary, of these three modes the last is the best adapted to call out his powers, the work is more properly his own, and any success he meets with animates him to further efforts. "Of all subjects calculated to call forth a pupil's own efforts, those which give him something to do have the preference over those which merely give him something to say."

(To be continued)

NOTES ON SCRIPTURE NAMES.

[SECOND PAPER.]

METHU-MAN, i.e., WORSHIPPER.

This root forms a part of two compound names at a very early period,—first, in the race of Cain, and next in that of Seth. It does not, however, afterwards enter largely into the formation of Hebrew names, but is sometimes found in Phœnician names of persons compounded of ASTARTE and BAAL,—e.g., *Metu*ASTARTUS, or transposed, *ASTARImus*, *man*, or *worshipper* of ASTARTE;—*Muthum*BALLES, *worshipper* of BAAL. The root is further remarkable as being one of the earliest compounds with the sacred name of *God* (*El*),—in the line of Cain, and as has been shewn by Dr. Kitto in his *Daily Bible Illustrations*, vol. i., pp. 130—1, is more deeply suggestive of religious emotion than any name amongst the descendants of Seth.

^a *Me-thu'sa*-EL. Gen. iv. 18. }

^b *Be-thu'*-EL. Gen. xxii. 22. } *Man*, i.e. *worshipper* of GOD.

^c *Pe-thu'*-EL. Joel i. 1. }

The letter *M* in the first name has evidently been changed into *B* in the second, and *P* in the third name. ^a *Methusael* was the son of Mehujael, and was probably born between the second and third century after the creation of Adam and Eve. ^b *Bethuel*, the father of Laban and Rebekah, was a Syrian, or Aramite. A town in the tribe of Simeon was also called *Bethuel*, (1 Chron. iv. 30), and in Josh. xix. 4, *Bethul*. Gesenius conjectures that the first part of the name of the town is from the Arabic, and signifies "*tarrying of God*." (Lexicon, p. 149). It was also called *Chesil*. (Joshua xv. 30). ^c *Pethuel* was the father of the prophet Joel.

Me-thu'se-lah. Gen. v. 21. *Man of a dart.* *Gesen. Lex.*, p. 521.

Dr. Kitto adopts this derivation, and observes:—"It is a name of entirely secular meaning, in whatever circumstances it may have originated." (*Daily Bible Illustrations*, vol. i., p. 130). *Methusaleh* was the son of Enoch, and the grandfather of Noah. He died shortly before the Deluge, in the 969th year of his age. A writer in *Dr. Smith's Diety*, Vol. II., p. 344, notices several other derivations of this name by the older Lexicographers, but prefers rendering it "*man of offspring.*"

NAMES COMPOUNDED OF THE TITLES OF GOD, &c.

Many Hebrew names literally denote relationship to the Divine Being, as *father, son, daughter, brother*, but are generally rendered by Gesenius and others in the figurative sense of *worshipper*, e.g.

A'bi-EL. 1 Sam. ix. 1 }
E-lī'ab. Num. i. 9. } My father is GOD; or "whose father is GOD."

A-bī'JAH. 1 Kings xiv. 1. }
Jō'ab. 1 Chron. ii. 16, &c. } "Whose father is JEHOVAH."

A-hī'JAH. 1 Kings xi. 29. }
Jō'ah. 2 Kings xviii. 18. } Whose brother is JEHOVAH.

Ben-aī'AH. 2 Sam. xviii. 2. Son, i.e. worshipper of JEHOVAH; "whom JEHOVAH has built." (*Ges. Lex.*, p. 128.) Compare the Syrian *BENHADAD*, son of the SUN, and the Egyptian *Rameses*, born of the SUN.

Bi-thī'AH. 1 Chron. iv. 18. Daughter, i.e. worshipper of JEHOVAH. (*Ges. Lex.*, p. 148.)

The reader will perceive that each pair of the first six names consists of the same elements transposed, precisely in the same manner, as JEHO and LAH, the contractions of the name JEHOVAH, are used alternately as a *prefix* and *affix* in the name of a king of Judah who is called JEHOAHaz (2 Chron. xxi. 17); and AHazIAH (2 Chron. xxii. 1), &c. The father of Bathsheba is called AmmiEL (2 Sam. xi. 3), and ELiam (1 Chron. iii. 5); and JEHOiachim, king of Judah (2 Kings xxiv. 8), is also styled JeconIAH (1 Chron. iii. 16). The prefix BEN, A SON, is derived from *Banah*, to build, and is the same as the ancient Assyrian "*Bana*, to create, to build." (*Rawlinson's Five Great Monarchies*, p. 344). And in the list of Assyrian nouns, *Ibid*, p. 342, we find "AKHU, a brother. Compare Heb. ACH, ACHI;—

and PAL or BAL, a son. Compare Syriac *Bar*, and perhaps Heb. *Ben*." These are all found in Assyrian and Babylonian proper names, and will be hereafter fully explained. The Egyptians and Syrians also used similar compounds, partly formed from the names of their national deities. Hence the name RAMESSES (on the Monuments, "*Rames-su*, the sun is his parent," or "*Ra-ms-su*, the sun begat him.")—*Osburn's Mon. Hist.*, vol. ii., pp. 368 and 382. The name of this monarch affords one of those incidental confirmations of the *authenticity and minute historical accuracy of the Pentateuch*, which would never have been anticipated in a later age, had the sacred narrative not been an *account of real events, and recorded at the time*. For says the sacred historian, the Israelites "built for Pharaoh treasure cities, Pithom and *Raamses*." (Exodus i. 11). And not only was there a city built in the locality indicated at this period, by the forced labours of the Israelites, and named after its founder, but, as Mr. Osburn very forcibly remarks,—"*There is not a single mound or ruin in any part of the Delta, on which the name of Pharaoh Ramses has not been engraved, and in nearly the whole of them his is the only king's name that occurs at all*. So clear is it, that it was after him that the district wherein Israel sojourned was named *Ramses*. (See Gen. xlvii. 11)."—*Israel in Egypt, or the Books of Genesis and Exodus illustrated by existing Monuments*, p. 194. 2nd ed. Our author also says of the city;—"The site of it bears to this day, and always has borne, the name of *Ramses*." (*Ibid*, p. 194.) It seems almost superfluous to add that neither the ingenuity nor the sophistry of modern *doubters*, who assert that the Pentateuch is *unhistorical*, can explain away the above plain narrative and demonstration of its truth from the existing ruins. Besides, Mr. Osburn kindly informed us in a letter dated July 5th, 1863,—"*Much has yet to be done before we have exhausted the Egyptian texts*." Hence it is by no means unreasonable for us to expect a cumulative mass of evidence in favour of the inspired narrative the same as has been elicited by recent investigations of the Cuneitic inscriptions of Babylonia and Assyria: and Professor Rawlinson has ably illustrated the contact and agreement of the Hebrew annals with profane history at a later period, from the mention of four kings of Egypt within about 140 years, viz., *So*, or *Seveh*, *Tirhakah*, *Pharaoh-Necho*, and *Pharaoh-Hophra*. (Bampton Lectures for 1859, 2nd edition, pp. 116—18).

Ben-HADAD. 1 Kings xv. 18. "*Son*, i.e., *worshipper of the SUN*." (*Ges. Lex.*, p. 127.) See note under *Benuiah*.

This was a common name of the kings of Damascene-Syria, and seems to have been given in imitation of an Egyptian custom with which it exactly coincides, and is analagous to several others. Hence the ancient Egyptian kings claimed and received divine honours as descendants of the *sun*, *moon*, &c. Dr. E. W. Hengstenberg observes:—"Even the name Pharaoh is a monument of this idea. It cannot be doubted that it designates the king, as the incarnation of the *sun*, which the Egyptians named *P̄hre*. The proof of this Rosellini furnishes, relying specially upon the fact that among the royal emblems a disc representing the sun takes the first place. This is, accordingly, the first title which all the kings of Egypt bore." (*Egypt and the Books of Moses*, p. 93). Further—"The epithets and names applied to the kings most commonly connect them with this luminary, [the sun], either by the ties of relationship or friendship, as 'child of the sun,' 'approved of the sun.'" (*Osburn's Antiq. of Egypt*, p. 115.) Compare also the name *Amosis*, sprung from the MOON, (from the Coptic ΑΗ, the MOON, and *mes*, to produce, or bring forth), and the statement of Anacharsis respecting Greek names, viz.,—"Some families pretend to be descended from the gods; and hence the names *Theōgenes*, or *Theagenes* born of the gods; *Diogenes*, born of *Jupiter*; *Hermogenes*, born of *Mercury*, &c." (*Nuttall's Classical and Archæological Dicty.*, p. 312.) And a very striking illustration of the prevalence of the same idea amongst the Japanese, is given by the Bishop of Victoria, Hong-Kong, in his recent work, *Ten Weeks in Japan*, at p. 289, where he informs us that the Mikado, or spiritual emperor, "is viewed as a semi-divine personage," and "descended from the '*sun-goddess*,' he is the reputed incarnation of the tutelary divinity of the empire."

ASSYRIAN AND BABYLONIAN NAMES.

Some of the names found in Scripture, and in the Cuneitic inscriptions, like the Hebrew, contain the word *son*, or *brother*, and also an additional element signifying given, produced, made, or protected, by some particular deity,—and have thus a greater precision of meaning.

BIBLICAL NAMES.	CUNEITIC INSCRIPTIONS.	AUTHORITIES.
Adrammelech .....	.....	Sir H. C. Rawlinson
Asnapper.....	.....	Not found
Esarhaddon.....	Asshur-akh-iddin	Dr. Hincks
Baladan .....	.....	Not found
Belshazzar	Bel-shar-ezer	Sir H. C. Rawlinson
Belteshazzar .....	.....	Not found
Evil-Merodach .....	.....	Ditto
Berodach-baladan, or... }	Marduk-bal-iddin, or	Dr. E. Hincks.....
Merodach-baladan	Mariduk-pallu-dauna	Dr. Oppert
Mordecai.....	Maridukhai	Dr. Oppert
Nebuchadnezzar, or	Nabu-kudur-yuzhur, or ...	Dr. Hincks
Nebuchadnezzar	Nabu-kudraçara	Persian Inscrip. of Darius
Nebushasban .....	.....	Not found
Nebuzaradan .....	.....	Ditto
Nergal-sharezer	Nergal-sar-yuzhur	Dr. E. Hincks.....
Pul	Phal-lukha, Vullukha, &c.	.....
Samgar-Nebo .....	.....	Not found
Sargon.....	Sargina.....	Dr. E. Hincks.....
Sennacherib	Tsin-akhi-irib	Ditto
Shalmaneser	Salman-Assur	Ditto
Sharezer .....	.....	Not found
Sheshbazzar .....	.....	Ditto
Tiglath-pileser	{ Tuklat-Pal-içri, }	Dr. Hincks
.....	{ Tiglath-pallu-tsira }	Dr. Oppert

Other names similar in structure and meaning are found both in the classics and in the inscriptions, e.g., *Sardanapalus* = ASSHUR-iddin-pal, ASSHUR *has given* a son; ASSHUR-iddin-akhi, ASSHUR *has given* brethren; NEBO-baladan, NEBO *has given* a son,—the name of a king of Kar-Dunyas. (See Layard's *Second Expedition to Nineveh and Babylon*, p. 355.) *Nabopalassar* = "NABU-pal-yuzhur, (Dr. Hincks), NEBO *has formed* a son," or according to Sir H. C. Rawlinson,—“NEBO *protects* a son.” “As early as B.C. 1110, we find a *Merodach-iddin-akhi*, the son of an *Iuba-Merodach*.” (Rawlinson's *Five Great Monarchies*, p. 170.) In reply to our inquiries respecting the meaning of some of these names, Professor Rawlinson remarks:—“I think the *Irba* in *Irba-Merodach* is probably from *Rabah* or *Raba*, ‘to grow, or increase,’ and that the meaning of the name is ‘MERODACH *has increased* (me),’ i.e., by giving me a son,” * * * ASSHUR-bani-pal is no doubt, ASSHUR *has formed* a son, and ASSHUR-dani-pal (or rather ASSHUR-idanni-pal), ASSHUR *has given* a son.” (Communicated, Nov. 24th, 1863). The biblical Hebrew form of some of the above foreign names, has undoubtedly in some cases been altered

by the Jews, in derision, (see explanation of Evil-Merodach in next paper), and others, merely to adapt them to their own language. "The difference being, however, almost exclusively in the vowels and Ehevi letters." (Dr. Hincks.) Professor Rawlinson says,—“The Babylonian form [of the name of the god Nebo] is *Nabiu*, the Assyrian *Nabu*.” (*Five Great Monarchies*, p. 177.)

As-nap’per. (Ezra iv. 10). This name is unexplained in *Gesenius’s Lexicon* by Dr. Tregelles, and we are indebted to the kindness of Professor Rawlinson for the following explanation. “I suspect this to be for *ASAR-nappar*,—the first element being the god “*ASSHUR*,” spelt by the Hebrews *Esar* in *Esar-haddon*, (2 Kings xix. end), and the second a root *nappar*, found in Syriac, with the meaning ‘to pursue,’ or ‘make to flee.’ This meaning is also found in the ancient Assyrian. (See my *Herodotus*, vol. i., p. 597.) The meaning of the name would thus be ‘*ASSHUR pursues*,’ or ‘*puts to flight*.’ Perhaps it is worth noting that As sometimes stands by abbreviation for *ASSHUR* in the inscriptions.” (Communicated Oct. 1st, 1861). The “*great and noble Asnapper*” was the Assyrian satrap sent by Esarhaddon to place the Cathæan colonists in the cities of Samania.”

W. G. H.

(To be Continued).

ERRATA.

- Page 216. For *Arian* read *Arrian*—line 8 from bottom.
 “ “ *Zenophon* read *Xenophon*—line 8 from bottom.
 “ “ *Tiribasis* read *Tiribases*—line 2 “ “

THE PHYSICS OF THE EARTH.—No. I.

The earth and her mysteries. How shall we unfold them? They are witnesses of the majesty of Him whose ways are past finding out. What do we know of the earth? We find ourselves upon her, and herself flying through space around the sun, with many companions, and the sun, with all his retinue of planets and comets, rolling round some other star-centre, and leaving us to conclude that this process, grand as it is, is infinitely extended. His wonders are countless—kind—variety—number. Do we think of His size? How vast! His surface has an extent of 240,500,000 miles. His mass, 260,000,000. His weight, 2,200,000,000,000,000,000.

And what is this earth? A ball, on the outer crust of which we live. From the place we sit to the centre are 4,000 miles; the great hollow is unknown to us; the

crust is like the rind of an orange, so thin that you and I could walk to the end of it in a couple of hours. Something alarming in the thought that we are apart from the profound abyss by a distance no further off than between two stations on a railway! What goes on in that 4,000 miles to the centre let the volcano, the geyser, and the earthquake say. There is every reason to conclude that the profound interim is a surging, boiling cauldron. The deeper we dig in mines, the hotter—not the colder—we become. In Germany, in Russia, in Switzerland, in England, wherever experiments have been tried, the rule holds—the deeper the hotter; and no sufficient explanation of the contrary kind have sufficed to contradict the general law. Again, all the lower rocks below us are of *igneous* formation—formed by the action of fire; not like those formed since and forming now, by *water*. It seems, beyond dispute, that this earth was once a molten mass, it may be, emerged from the sun; and its crust has been very slowly cooling down, while the great interim within is in a state of fusion. This crust acts as a great blanket. It keeps the interior from cooling. Nor can this heat be attributable to the sun. The heat of a cellar two or three feet from the air is the same in winter and summer. Go down, now, to this great vault below us. See those majestic oceans of molten earth, rolling and surging as the Atlantic never rolled and surged. Vast waters are there; but only in a state of steam—rushing upwards in majestic clouds until they come in contact with the colder surface of the concave rock, when they fall down like rivers back to the gulph below. The power which bursts the boiler exerts itself here against the top, trying to upheave the crust on which we dwell. And there is another gas, carbonic acid gas, which water absorbs bulk for bulk with itself. All is quiet in the champagne bottle while pressure of the air keeps it confined, but remove the cork. By a far stronger pressure the gas is kept down, but for some reason let it be diminished, and if the volcano acts not as a safety valve, the crust of the earth is shaken, and we feel the dreadful tremblings, and know how near we are to forces to which the Creator has said, “Hitherto shalt” &c.

And from what I have said about volcanos, you would expect earthquakes. Do but consider the astounding heat within, converting solids into fluids and fluids into gases—and these gases seek by an enormous elastic power to find more room—and you will easily understand there may be times when the pressure (as in the champagne) becoming less, there is a sudden explosion—setting in motion the moveable masses, water and melted rocks—and if they heave not up the plain surface into mountain ranges or break their way from their confinement, they may make the earth to tremble or even gape. These are but the phenomena of mighty forces once less restrained, because the crust was less cooled down, phenomena of forces which brought the coal and iron to the surface, gave beauty and loveliness to the landscape in our mountain-chains, that other name for ancient volcanic belts, and planned our rivers and brought down our vales, and gave the earth its present configuration, and made it the beautiful and useful habitation for man.

Look at the earth *astronomically*, and you cannot but admire the simple grandeur of natural laws. Coming forth, molten and soft, it was shot forth probably from the sun in a straight line, and it is a law that would proceed for ever in that line, unless acted upon by some other force. That other force is gravity. Under the actions of these

two forces, she performs an elliptic circuit round her centre once a year. But when she was first launched forth, she had a twirling motion given her, so as to turn round upon herself once in twenty-four hours. These two forces do not interfere one with the other. By the diurnal, a provision is made which enables her, like a surloin of beef on a spit, to turn every part of herself to the sun, and this gives *day* and *night*. But how comes that beautiful variety—the seasons? This is secured by the little inclination of the axis of the earth to the plane of the orbit, and is easily explained. If the velocity of the earth round her axis, like this apple upon a knitting needle, were much increased, it would equal and neutralise the power of attraction to the centre. The consequence would be that bodies at the equator would have no weight. A child might toss up a heavy full-grown man, and instead of his falling back, he would begin an elliptic journey round the sun, just as the earth does. Newton discovered the law of gravitation. It would take too much space to explain the processes by which he arrived at his conclusions, or how, while these processes were going on in his mind, he was a wrapt and absent man, how that he would walk distracted up and down the college cloisters—how that his dinner would be put on the hearth till he had time to come for it, and how a friend might come in and eat it for a joke, and how he himself would at last arrive and say, “What an absent man I get; I quite forgot I had eaten my dinner”—and how he would appear at Hall in his surplice as if he were going to the College Chapel—but this absent, witless-looking dreamer was meanwhile solving a great problem; step by step he was working it out. First he observes how far a stone falls to the earth’s surface in a minute—then he calculates how much it would fall, if it were dropped from the moon—then he determines how much the moon does actually fall from her straight course towards the earth in a minute, and he finds the moon and the stone fall from the same spot at the same distance in the same time; that it was the same force that bridles her in her flight, as drags the stone to herself. One step further, and he applies the same principle to the earth herself and the planets, as *they* revolve round the sun.

Notices of Books.

The Swiss Family Robinson; or the Adventures of a Swiss Pastor and his Family in a Desert Region of South America. Edited by J. S. Laurie. (Shilling Entertaining Library.) Simpkin, Marshall, and Co. Never did a family of emigrants have such good luck as this. From the time of their landing, everything needful turns up at the very time when the need begins to be felt. Hence the story turns less in the shifts to which the family was driven, as in the case of Robinson Crusoe, than in the intelligence of the pastor, who so readily recognises and utilises the good things that come in his way. The story is full of interest for young people, and all the better for the pruning and dressing given to it by the editor.

Correspondence.

Wordsley, 11th December.

Sir,—I am afraid to trespass again upon your indulgence in reference to the letter of your Boston correspondent of last month, for I feel that the subject is not of sufficient importance to secure a place in your paper. But as the answer to that letter may be summed up in a few words, perhaps, I may be allowed the privilege. Mr. G. accuses me of being a casual reader in failing to notice that which he has so imperfectly understood himself, and refers to page 202 of your October number in proof of the assertion. If any of your numerous readers who are interested in the question will refer to that page, and then to Mr. G's letter they will find, first, that the committee of the associated body invite the aid of all teachers to supply information upon *all* that relates to the pecuniary interests and working power of schools generally, and that, too, in a collective form, which would enable that body to form a just standard of the difference in receipts when comparing the old with the new code, and, secondly, that Mr. G. supplied information upon the result of the drawing examination only, without noticing the numerous requirements of the Associated Body in this respect. He will thus see, by a little closer attention to page 202, which of the two is the "superficial reader" and "casual observer."

Yours truly,

H. N.

Educational Intelligence.

Copy of reply to letter on § 6 of Minute, dated 21 March, 1863.

Education Department, Council Office, Downing Street,
London, E.W.

TRAINING SCHOOL.

Sir,—I have the honour to acknowledge the receipt of your letter of the 2nd instant.

It is quite possible that, in particular instances, a candidate who has failed to pass the examination for admission into a Normal School, may ultimately prove a better teacher than one who has satisfied the preliminary test.

The comparison, in judging of a public measure, must be between class and class. Are those who fail in the preliminary examinations likely, as a class, to be as good subjects for normal training as those who pass?

It must be carefully remembered that trained teachers are not likely for many years to come, if ever, to be the only certificated ones. But they ought always to be the best. Admitting the full value of the various probationary trials after which

certificates are at last gained, your Committee is far too experienced to think that all those who receive them bring equal ability to the work of public education.

In order that the moral and professional parts of normal training may be carried into full effect, it is absolutely essential that the whole body of students admitted should possess certain minimum attainments. Classes cannot be organized without tolerably uniform proficiency in the members of them; and any person conversant with the history of Normal Schools in this country will remember how incessant were the complaints of their earlier principals, that they had to do for the students most of the work which ought to have been done for them already in elementary schools.

Your Committee need not be reminded that, if it is optional, under the minute of 21 March, 1863, to enter a college with or without examination, the point is practically settled in favour of entering without examination. The injurious consequences of the latter plan are not confined to work done within the Normal Colleges themselves; they extend to the supply of candidates, and materially influence its quality. Pupil teachers must always be the chief nursery of normal students, and their 5th year's examination owes much of its effect to its being generally identified with the uniform and competitive examination for admission into Normal Schools. The examinations of pupil teachers, in their earlier years of service, by sixty different inspectors examining singly, can never supply the same stimulus nor brace up the whole system of apprenticeship in the same way.

My Lords consider it reasonable that those students who enter Normal Schools, without the guarantee of a public examination for their *prima facie* fitness, should be trained at private cost.

There is a final examination in the Universities, but previous ones are not therefore held to be superfluous.

The candid and intelligent consideration which your Committee has always given to their Lordships' measures has induced them to enter fully into these explanations.

The following extract from a reply made to the Correspondent of another Normal School refers to the examinations at the end of each year of residence, and may be usefully considered in connection with the subject of this letter:—

"Every student for whose certificate as a teacher a grant may be made to a Normal School under the Minute of 21 March, 1863, must (unless withheld by illness or other cause satisfactory to the Committee of Council) be presented for examination at the end both of the first and second years of residence. Each year's residence includes examination, and is not complete without it."

"When the time comes for granting a teacher's certificate to a former student, the claim, so far as it depends upon examination, will be decided under Article 130; and, if the student receives a certificate at all, even if it be one under Article 131, the College will receive its grant thereon."

"Students who fall below the 3rd division, or fail, at the end of the second year, after having been classed in, or above, the 3rd division at the end of the first year, will not receive the special certificate of having successfully completed two years' training."

"If a considerable part of the students in any College continued to fall below the

3rd division in either year's examination, and especially in that of the second year, the College might be excluded from grants altogether. (Article 97)."

I have the honour to be, Sir, your obedient servant,

(Signed) R. R. W. LINGEN.

COMMITTEE OF COUNCIL ON EDUCATION.

NIGHT SCHOOLS FOR MALES UNDER MISTRESSES.

The following correspondence on the subject of allowing Government grants in aid of night schools for male adult scholars under certificated mistresses will be read with interest:—

CRANBORNE NATIONAL SCHOOL.

Vicarage, Cranborne, Salisbury, June 29, 1863.

Sir,—Be so good as to inform me whether, in the case of a night school for male adults under the same management and held in the same room as a day school (mixed), under a certificated mistress, the Committee of Council will pay 5s. for every male adult scholar passing an examination in reading, writing, and arithmetic under one of the six standards, and also 2s. 6d. a scholar for the average attendance during the number of evenings the school was held. I assume this night school to be taught by an uncertificated master, who follows his ordinary employment during the day, and that the mistress of the mixed school gives general assistance, the whole being superintended by the clergyman, who is almost always present the whole time the school is kept.

I have the honour to be, &c.,

J. H. CARNEGIE.

To the Secretary,
Committee of Council on Education.

Committee of Council on Education, Council Office,
Downing-street, July 29, 1863.

Rev. Sir,—I have the honour to acknowledge the receipt of your letter of the 29th ultimo.

Evening schools, like day schools, must be kept by certificated teachers. The mere presence of such a teacher, while the school is really kept by some one else, does not satisfy this condition.

A master such as you describe might be examined for a certificate under Article 72, b (2), if not already qualified under Section 26 of the Instructions. A mistress does not appear to my Lords to be a suitable teacher of male adults in an evening School.

NIGHT SCHOOLS.—FEMALE TEACHERS.

CIRCULAR TO HER MAJESTY'S INSPECTORS.

Committee of Council on Education, Council Office,
Downing-street, S.W., Oct. 13, 1863.

Sir,—My Lords have had to consider whether they could properly make grants under Article 40 for male scholars taught in evening classes by mistresses.

Such scholars are usually upwards of thirteen years old, and the schoolmistresses who teach them are often little senior to some of the oldest of them.

There is nothing in the Revised Code which expressly excludes such night schools from grants; and the question is, whether they present an objection of that gross kind which is referred to in general terms in Article 51 *c*, and which, if established, causes grants to be withheld.

My Lords are of opinion that such night schools are not *ipso facto* excluded from such grants, provided that some steady man, or adult member of the clergyman's or other superior family, be always present at the lessons; or the inspector report that the mistress's age and character do not require this kind of assistance in the discharge of her duty.

It will be your duty, when night scholars taught by mistresses are presented to you, to inquire and report specially whether this condition is fulfilled, and whether it is found sufficient.

My Lords have not had to decide upon the abstract merits of night schools organised in this manner; but whether, when they are so organised by persons who are on the spot, and are responsible for the moral consequences, and when no evil or inconvenience appears to have ensued, public grants must be withheld.

In small rural parishes the day school must often be taught by a mistress; and if she does not teach the night schools also, it is not always easy to provide a certificated teacher for the latter.

You will bear in mind that a night school, no less than a day school, must be taught by a certificated teacher.

Paragraph 19 in the instructions of September, 1862, is a saving clause in favour of night school teachers continuing to act as under the Code of 1860.

My Lords are also ready to admit to examination for an ordinary teacher's certificate any person who satisfies Article 72 *b* (2), by service in a night school only, whatever may be his calling by day, and without requiring him to relinquish it. Such a certificate would be available for a day school, if he ever came to keep one under Government inspection.

By calling attention to these regulations, you may be able to facilitate the employment of male teachers in night schools, and sometimes to attract very desirable candidates to the office of schoolmaster.

MINUTE OF MARCH, 1861.

We subjoin the reply which has emanated from one of the Normal Schools to Mr. Lingen's letter:

"Sir,—I have the honour to acknowledge your reply to my letter of the 8th inst.

"Apart from the general argument, I beg to point out the hardship that must arise from the *immediate* adoption of the rule, as it is interpreted by the circular of 13th.

"Section 6 of March 21, 1861, minute informs me that the examination held under the old minute would be continued, and although successful Candidates would no

longer be entitled "Queen's Scholars," no intimation is given that unsuccessful ones would be placed in a different position from that which they would have occupied under the old minutes.

"In the absence of any such intimation, we have arranged our terms of admission. We have made promises to unsuccessful candidates and to private students in ignorance of an unexpected, and what seems to us (if applied without longer notice) an arbitrary construction upon the Section in question.

"In regard to the general argument contained in the circular copy of your letter, I beg to offer the following remarks :

"Those arguments are based upon the assumption that the work of a Normal School may be thrown away upon a disqualified student, but no such arguments are worth anything, which, in their application, do not go the length of refusing a parchment certificate. The grants under the Revised Code are withheld in regard to all students who fail to obtain the parchment, which is granted alike to all after the same searching examinations, and subsequent reports, whether they pass the preliminary examination or not. Again, Section 6, thus interpreted, does not seem in harmony with Section 7. Section 7 allows a certificate after one year's training. Section 6 will disallow a grant on account of a student who fails at the preliminary examination, *though he remain two years*, and passes successfully at the examination at the end of the first year, which is in effect the preliminary examination for the second year. On the other hand, I bear in mind that under the Old Code an unsuccessful candidate for admission was not allowed a Queen's Scholarship. He was, however, permitted to win for his College a gratuity at the end of the year, if he reached the required standard. It will therefore follow that Section 6, if interpreted by the light of the old minute, should allow three-fourths of the grant, or at least so much as is due upon a second year's training.

"It is true that the Universities adopt a previous examination, notwithstanding the final one. Such previous examinations, however, are clearly analogous to the examination required by their Lordships at the end of the first year. Matriculation examinations, which are the most analogous, are simply private arrangements in the several colleges, differing in standard according to the discretion of its rulers. So it will be found in practice that the Normal Schools will give preference to candidates who pass the preliminary examination, and accept those who fail upon less favourable terms, thus adjusting their charges to the chances of failure at the final examination.

"You observe that if it is left 'optional to enter the College with or without examination, the point is practically settled in favour of entering without examination.' I reply, does the experience of the past examination justify this inference, or the statement which I have made in the last paragraph ?

"I am, Sir, your obedient servant,

"Dec. 22, 1863."

"A. B.

Examination of Candidates for admission into Normal Schools.—Christmas, 1863.

RELIGIOUS KNOWLEDGE.

Three hours allowed for this Paper.

You are not permitted to answer more than *one* question in any Section, except in that headed "Scotland."

SECTION I.

1. Contrast the characters of Jacob and Esau.
2. "By faith Joseph, when he died, made mention of the departing of the children of Israel, and gave commandment respecting his bones."—Explain this.
- 3 "Through faith Moses kept the Passover and the sprinkling of blood, lest he that destroyed the first-born should touch them."—Explain this.

SECTION II.

Write out with such brief comment as you may think proper for children,—

1. Ruth's reply to Naomi; *or*
2. Samuel's rebuke to Saul in the matter of Agag; *or*
3. Nathan's parable to David.

SECTION III.

1. Explain the lesson to be learned from the parable of the sower.
2. How did our Lord refute the notion of the Sadducees, that the dead rise not?
3. "Suffered under Pontius Pilate."—Explain this, shewing how our Lord came to be sentenced to death in Pilate's court.

SECTION IV.

1. Mention, three or four direct answers to Prayer, recorded in the Acts of the Apostles.

2. "These signs shall follow them that believe; in my name shall they cast out devils; they shall speak with new tongues; they shall take up serpents; and if they drink any deadly thing it shall not hurt them; they shall lay hands on the sick and they shall recover."—When were these words spoken? Illustrate them from the Acts of the Apostles.

3. Explain clearly the occasion and result of the first Council of the Church.

SECTION V.*

1. Explain the meaning of the following words, as they occur in the Church Catechism:—"member," "pomps," "state of salvation," "jealous" (2nd Commandment), "slandering," "ghostly dangers," "sureties."

2. Show how your duty towards God is collected from the first four Commandments.

3. What preparation is required for Baptism, and what for the Lord's Supper? What is meant by "God's promises" in Baptism.

SECTION VI.*

1. Explain the following expressions in the Liturgy:—"In knowledge of whom standeth our eternal life," "kindly fruits," "vouchsafe to hear us," "mortified from all worldly lusts," "eschew those things that are contrary to their profession."

2. Explain shortly and clearly, as to young children, each petition of the Lord's Prayer.

3. Explain shortly and clearly, as to young children, each article in the third or last part of the Apostles' Creed; and write out the corresponding portion of the Nicene Creed.

SCOTLAND.

*N.B.—Two questions to be answered in place of Sections V. and VI.

1. What is God? Give proofs from Scripture of His power and goodness.

2. What is required to the worthy receiving of the Lord's Supper? Give proofs from Scripture.

3. Explain fully the Fifth Commandment,—what it is, what it requires, and what it forbids.

4. What do we pray for in the sixth petition of the Lord's Prayer? Explain your answer by references to Scripture.

ARITHMETIC.

Three hours allowed for this Paper.

N.B.—Male Candidates to answer *one* question in each Section: Female Candidates to answer *two* questions in each of the first *four* Sections.

The *solution* must in every instance be given *at full length*. A correct answer unaccompanied by the solution, or not obtained by a clear method, will be considered of no value.

SECTION I.

1. Explain clearly (as to a Class) why you carry 1 when you borrow 10 in subtraction.

2. The product of two numbers is 7,462,350, and one of them is 927; what is the other?

3. Explain Roman notation; and express 1948 in Roman notation.

SECTION II.

1. 32 gallons $3\frac{1}{2}$ quarts of ale at 1s 9d. per gallon.

2. Find, by Practice, the value of 7 tons 14 cwt. 2 qrs. 25 lbs of hay at £3 10s. 6d. per ton.

3. Multiply 3 yards 2 feet 9 inches by 1 yard 2 feet 6 inches; and explain the meaning of the result. Why would it be absurd to multiply £2 7s. 9d. by £1 5s. 6d?

SECTION III.

1. Divide 7 by $\cdot007$; $1\frac{1}{3}$ by 3; $\frac{5}{7}$ by $\frac{1}{2}$ of $\frac{2}{3}$.

2. How much is $\cdot608$ of a mile? $\frac{5}{17}$ of an acre?

3. Convert 3.2323..... into a vulgar fraction.

SECTION IV.

1. If 3 men or 4 women can do a piece of work in 56 days, in what time will one man and one woman (working together) do the work?

2. A rectangular field is 66 yards broad; what length must be taken in order to cut off from it two acres?

3 In a school of 360 children, 10 pay 6d. a-week, 80 pay 4d., 104 pay 3d., 75 pay 2d., and 91 pay 1½d.; what is the average sum paid per child per week?

SECTION V.

1. A person lays by £15 a-year; what will it amount to in 5½ years at compound interest paid half yearly?

2. A bill of £760 is due seven months hence; what is its present value at five per cent per annum?

3. A person wishes to bequeath an annuity of £100 a-year; what sum must he devote to the purchase of 3½ stock at 97 in order to do so?

SECTION VI.

1. Find the square root of 3, to 4 places of decimals; and of .045, to 3 places.

2. Find the cube root of 128,024,064.

3. A circular plate of gold 3 inches in diameter, and $\frac{1}{8}$ of an inch thick, is extended by hammering so as to cover 5 square yards; find its present thickness.

SECTION VII.

1. It is half-past three o'clock; at what hour will the two hands of the watch meet for the first time?

2. Gold, of the value of £500,000, arrives from California; what is its weight Avoirdupois, the price being £3 18s. per oz. Troy?

3. Divide £2850 between A, B, and C, giving $\frac{1}{11}$ ths of B's share to A, and to C £300 more than what is given to A and B together.

SCHOOL MANAGEMENT.

Three hours allowed for this Paper.

You are not permitted to answer more than *one* Question in each Section.

Write the first line of your first answer as a specimen of copy setting in *large text hand*, and the first line of your second answer as a specimen of copy setting in *small hand*.

SECTION I.

1. What is meant by school organization? What else is included in the term school management? What manual have you used on this subject?

2. Why are desks better for children's lessons than tables? What is the proper height for the desks and for the seats of children of eleven years old?

3. What are the uses of a gallery? Draw the section of one for infants, with measurements.

SECTION II.

What benefit do you expect a child to derive from lessons—

1. in grammar? *or*
2. in geography? *or*
3. in drawing?

SECTION III.

Give five or six practical rules for the guidance of a teacher with reference to—

1. Punishments; *or*
2. Rewards; *or*
3. Dealings with parents.

SECTION IV.

How would you cure a child—

1. of habitual inattention? *or*
2. of talking? *or*
3. of coming late to school?

SECTION V.

1. Explain the advantages of a system of marks, and describe it in detail. Should it extend to behaviour as well as to lessons?
2. Is it well to take the evidence of children respecting each other's conduct? State your reasons, and such precautions as you may think desirable.
3. What are the commonest faults of monitors, and how may they be remedied?

SECTION VI.

1. Make out a time-table for a school of five classes under a teacher and two pupil teachers.
2. Exhibit the page of an ordinary school class register.
3. Describe exactly what justifies a teacher in entering "l" (for "leave") in a register, and "s" (for "sick.")

MUSIC.

SECTION I.

1. What do you mean by *scale*, *key*, *key-note*, *tone*, *semitone*?
2. Write on the following stave the several forms of notes now in most common use, with the rest corresponding to each.
3. Name, opposite to each enumeration, the several species of time indicated by the following signatures:—

$$\begin{array}{c}
 C, \frac{2}{4}. \\
 \frac{9}{4}, \frac{9}{8}, \\
 \frac{6}{4}, \frac{6}{8}, \frac{1}{4}, \frac{1}{8}. \\
 \frac{3}{2}, \frac{3}{4}, \frac{3}{8}.
 \end{array}$$

SECTION II.

1. Explain the Diatonic scale, and shew what are the intervals between the successive notes in the Major and Minor modes.
2. Write out the treble and bass of any single chant, or short piece of music you know, (1. in the key of G (sol), and (2) in the key of 2 Flats, or 3 Sharps.
3. Write (1) on the Alto Staff the notes G, E, B, G $\sharp$, A $\flat$, and (2) on the Tenor Staff the notes F, D, E, G $\sharp$, C.

GRAMMAR.

Three hours allowed for this Paper.

You are not permitted to answer more than *one* question in any Section, except in that headed "Latin."

SECTION I.

1. Define *language*, *parts of speech*, *sentence*, *noun*.
2. If I tell a class of children that "*a table is a noun*," am I right or wrong? Give your reasons.
3. What parts of speech enable you to mention what you are thinking about? What part of speech enables you to affirm something about it? What names are given to these two essential parts of every sentence?

SECTION II.

1. Add a verb in the passive voice to each of the following nominatives: "many"—"none"—"both you and I"—"John or James"—"neither John nor James"—"any of them"—"a number of people"—"few people."
2. Give the past tense of "drink"—"strike"—"stroke"—"worship"—"cavil"—"better"—"confer"—"lie"—"lay"—"smite"—"run"—"teach"—"swim."
3. Give the exact meanings of "here"—"hence"—"hither"—"heretofore"—"hitherto"—"henceforth"—"heret"—"continually"—"continuously"—"formerly"—"formally"—"individual"—"reciprocally"—"severally."

SECTION III.

Parse one of the following sentences:—

1. "This vast ocean of being has its tides secretly controlled by a higher law than the currents and rippling of its own waves."
2. "Education has been aptly defined to be the formation of good habits under direction, the intellect being subject to habit almost as much as the conduct."

SECTION IV.

Paraphrase *one* of the following sentences into language that children could understand:

1. "I dare do all that may become a man;
Who dares do more is none."
2. "Thus oft it haps that when within,
They shrink at sense of secret sin,
A feather daunts the brave."
3. Did Cæsar seem ambitious?
Yet when the poor have cried, Cæsar hath wept:
Ambition should be made of sterner stuff."

SECTION V.

Analyse the following sentence:

"I shall not, I believe, be contradicted when I say that, if one train of thought be more desirable than another, it is that which regards the phenomena of nature with a constant reference to a supreme intelligent author."

L A T I N .

Answer as many as you can of the following questions.

1. Decline the following nouns: *scutum*, a shield; *sol*, the sun; *rabies*, rage.
2. Decline the following pronouns: *ego*, *iste*, *uterque*.
3. Compare the adjectives—*facilis*, *durus*, *pius*, *malus*.
4. Write out the imperative mood of each of the following verbs: *sum*, *fero*, *moneor*, *nolo*.
5. Give the Latin words for "with"—"upon"—"under"—"around"—"in the power of"—"in the presence of," with the case that each governs.
6. Explain, etymologically, the following words: "subside"—"distract"—"detract"—"introvert"—"circumvent"—"prevent"—"elude"—"illusion"—"collusion"—"succour"—"assist"—"desist."

GEOGRAPHY AND HISTORY.

Three hours allowed for this Paper

GEOGRAPHY.

You are not permitted to answer more than *one* Question in each Section.

SECTION I.

1. Draw an outline map, marking the rivers,—
 1. of France; *or*
 2. of Scotland; *or*
 3. of Spain and Portugal.

N.B. The Map should occupy at least half of this page.

SECTION II.

1. Write out a list of any six of our Colonies, with the date of colonisation in each case, and chief produce.
2. Write out notes of a lesson on Canada, or on Australia.
3. Describe the river Ganges, noting its historical or other associations.

SECTION III.

1. In what respects (social, commercial, and physical) do the Northern States of the North American Republic differ from the Southern States?

2. Write out notes of a lesson on China, with a map.

N.B.—Places must not be indicated by letters or figures, referring to a list of names at the side, but *the names themselves must be inserted in the map.*

3. Give a brief account of the recent discoveries in Africa.

SECTION IV.

1. How may the situation of a place be most exactly defined? Explain the terms you use.

2. How may the distance of one place from another be measured on a map? Explain what is meant by the scale of a map.

3. How do navigators ascertain their position at sea?

HISTORY.

SECTION I.

Explain the title to the throne—

1. of Henry VII.; *or*

2. of James I.; *or*

3. of William III.

SECTION II.

1. State the principal provisions of Magna Charta. Who were mainly instrumental in obtaining it?

2. Give a brief account of Queen Margaret of Anjou, or of Mary Queen of Scots.

3. State the circumstances under which (1) the Crowns, and (2) the Legislatures, of England and Scotland were united.

SECTION III.

1. Describe briefly, as you would to an intelligent first class—

1. How, in this country, laws are made; *or*

2. How criminals are apprehended and punished; *or*

3. From what principal sources the public revenue is raised.

EUCLID AND ALGEBRA.—(MALES ONLY.)

Three hours allowed for this paper.

EUCLID.

1. Define a plane angle, and explain clearly what is meant by one angle being greater or less than another.

2. Define parallel straight lines, and write out the axiom connected with this definition.

3. To draw a straight line perpendicular to a given straight line of an unlimited length, from a given point without it.

4. To describe a parallelogram that shall be equal to a given triangle and have one of its angles equal to a given rectilineal angle.

5. To divide a given straight line into two parts, so that the rectangle contained by the whole and one of the parts shall be equal to the square of the other part.

6. To construct a square upon a given straight line as a diagonal.

7. $(2a + m)m + a^2 = (a + m)^2$.

Express this geometrically

ALGEBRA.

The *solution* must in every instance be given *at full length*. A correct answer unaccompanied by the solution, or not obtained by a clear method, will be considered of no value.

1. If $a = 1$, $b = 2$, $c = 3$,

find the numerical value of

$$\frac{3a(b^2 - c^2) - 5b(a^2 - c^2)}{(c + b)(c - b)}.$$

2. Divide $1 - x - 3x^2 - x^5$ by $1 + 2x + x^3$.

3. Solve the equation $\frac{x-5}{x-7} = \frac{x-3}{x+9}$,

also the equation

$$\frac{1}{x-a} - \frac{1}{x-b} = \frac{a-b}{x-ab}.$$

4. There is a certain number of two digits which is equal to four times the sum of its digits; and if 18 be added to the number, the digits will be inverted: find the number.

5. Demonstrate the rule for finding the greatest common measure.

DOMESTIC ECONOMY.—(FEMALES ONLY.)

Three hours allowed for this Paper.

You are not permitted to answer more than *one* question in each Section.

SECTION I.

1. What arrangements were made for cleaning your school—the floor, grates, windows? and what for making the fires?

2. To what extent do you think it desirable to include industrial training in the routine of a girls' school?

3. Mention five or six things that you would chiefly attend to in choosing a house.

SECTION II.

1. Classify under eight or ten heads the current expenses of a schoolmistress, distinguishing those which are weekly, and those which are quarterly.

2. What was the price of coal in your neighbourhood? How much coal is consumed in a small kitchen grate per week? Give two or three directions for economising fuel.

3. Describe the best dinner you could provide for four children, costing only one shilling.

SECTION III.

1. Describe your method of making bread, specifying the quantities for a batch of four quartern loaves.

2. Give receipts for a cheap soup or broth, and directions for stewing meat.

3. How much sugar would be required for preserving 30lbs. of fruit? How might the fruit be preserved without sugar?

SECTION IV.

1. Describe your method of cleaning carpets, mahogany, grates, fire-irons, tin-vessels, silver plate.

2. What fixtures are desirable in the back kitchen of a small house?

3. How would you wash flannels? What is the difference between hard water and soft? How would you soften water?

SECTION V.

1. Describe croup, whooping-cough, measles.

2. How would you stop the bleeding of a wound? How would you recover a person from a fainting fit?

3. What precautions are desirable during the prevalence of epidemic sickness?

SECTION VI.

Write an abstract of a lesson—

1. on young children's tempers; or

2. on their health, with five or six such rules as you would give to a young nurse; or

3. on the care of an invalid in a small house.

PAPERS FOR THE SCHOOLMASTER.

No. 156.

FEBRUARY 1, 1864.

Examination for Admission to Normal Schools.

THE list of successful candidates for admission is smaller than it has been for the last few years. The result is that which might be expected. Many pupil teachers have, at the expiration of their term of service, embraced other opportunities of employment, rather than run the chance of disappointment in the ranks of the schoolmaster. The panic is certainly no greater than might be expected. At the same time the diminished list gives a security for more profitable employment in future years. If fewer enter the Normal Schools, fewer must leave. The effect of a less stocked market is to raise prices. If masters become less plentiful, greater inducements on the part of the Managers or a larger supplement on the part of the State must be had recourse to. In some measure, therefore, an apprehended evil will correct itself. We wish therefore to address the successful candidates for admission into the Normal Colleges in the language of hope. We shall be sorry indeed if those who, in spite of discouraging signs, have had the courage to persevere, should be finally doomed to disappointment. Our belief is that the really efficient high-toned schoolmaster has become too much valued to be allowed to fall into disuse. The want created by the Minutes of 1846 will remain. If the successful candidates have persevered from love of the work or from the recommendation of Managers and Inspectors, the perseverance is an evidence that they will do the Schoolmaster's work to the satisfaction of their employers and the benefit of the State. Let them begin their work in the Normal School with hope, claim to themselves all the benefits now placed within their reach, and carry with them, when they leave, the favourable report of the College authorities, and we are much mistaken if they shall be found to fail in the object of their honest hopes.

NOTES ON SCRIPTURE NAMES.

[THIRD PAPER.]

A-dram'me-lech. 2 Kings xix. 37; Isaiah xxxvii. 38. *Fire king.* The name of a son of Sennacherib, who, with his brother Sharezer, slew him whilst worshipping in the temple of the god Nisroch. This name was supposed, till very recently, to have been borne by two Assyrian monarchs. (See Sir H. C. Rawlinson's *Outlines of Assyrian History*, pp. 23, 25.) The first element "ADAR is the true Babylonian word for 'fire,' (Ibid, p. 20), and is also found in the names *Atradates*, *Adrameles*, *Atropates*, &c." Professor Rawlinson informs us,—“The reading of *Adrammelech* as the name of certain monumental Assyrian kings is now quite given up. No name yet found on the monuments at all resembles it. M. Oppert considers it to be equivalent to ‘the king’s glory’—*decus regis*—the roots being *eder* and *melech*.” (Communicated January 11th, 1864). *ADRAMMELECH* was also the name of one of the tutelary deities of the Sepharvite colonists in Samaria, whose worship, like that of Moloch, either permitted or required the sacrifice of children. Sir H. C. Rawlinson regards *Adrammelech* and *Anammelech* as the male and female power of the sun respectively, which we think is extremely probable. For the inscriptions prove that “the city of Sepharvaim was under the special protection of two deities conjointly worshipped, *Shamas* or *San*, the sun and his wife *Gula* or *Anunit*. Here we have evidently the *Adrammelech* and *Anammelech* of 2 Kings xvii.; *Adrammelech*, ‘the fire king,’ and *Anammelech*, ‘Queen Anunit,’—the latter name being assimilated to the former with insolent carelessness.” (*Bampton Lectures* for 1859, p. 351). This is further explained by Professor Rawlinson in his *Five Great Monarchies*, p. 163, note:—“No satisfactory explanation has been given of the word *Anammelech*. If it represents the female power of the sun, we must suppose that *Ana* is an abbreviated form of *Anunit*, and that *Melech* [king] is put for *Malcah* [queen], the Jews from contempt not caring to be correct in the names of false gods.”

E-sar-had'don. 2 Kings xix. 37. This name is written *ASSHUR-akh-iddina* in the inscriptions, which signifies *ASSHUR* has given a brother. He was the son and successor of Sennacherib, (B.C. 680), the grandson of Sargon, and one of the most powerful of all the Assyrian monarchs. He distinguished himself greatly both as a

successful warrior and builder of temples and palaces in different parts of his dominions. See a deeply interesting account of his exploits and works by Professor Rawlinson in *Dr. Smith's Dictionary*, vol. i., pp. 572, 573.

Bal'a-dan. 2 Kings xx. 12. He [i.e. some deity] has given a son. Dr. Hincks says:—"This, however, is probably a corruption of *Bil-bal-idin*, *BIL* [*BEL*] has given a son. (*Journal of Sac. Lit.*, July 1854, p. 398). This mode of omitting the name of a god is exactly analogous to the Hebrew usage of leaving out occasionally the titles of the true God in proper names of persons, and hence, may have originated in both instances from a feeling of profound veneration, by not making the divine name common. *Baladan* seems to have been a remote ancestor of *Merodach-Baladan*. (See *Dr. Smith's Dictionary*, vol. ii., p. 33.)

BEL-shaz'zar. Dan. v. 1. Dr. Hincks reads the full form of this name—*BINHLU-sar-yuzhur*, i.e. *BEL* has formed a king. (*Journal of Sac. Lit.*, Jan. 1862, pp. 405—7). The original form of this name was discovered by Sir H. C. Rawlinson in 1854, when deciphering the inscriptions on some Babylonian cylinders from the ruins of *Um-Queer*, and read *BEL-shar-ezer*, i.e. *BEL* protects the king. Dr. Oppert gives the form *Bel-sar-ussur*. (See *Roediger's Supplementary Part to Gesen. Thes.*, p. 77.) He was governor of Babylon, and allowed by his father, *Nabonnedus*, who resided at *Borsippa* (*Birs-i-Nimrud*), to assume the title of king. And when Babylon was captured by the Medes and Persians under Cyrus, (during a great festival), he was slain in his own palace, his doom having been previously made known by Daniel's interpretation of the prophetic handwriting on the wall. (See further *Dr. Smith's Dictionary*, vol. i., pp. 84—5; *Kitto's Cyclop.*, pp. 333—4; and Dr. Hinck's valuable paper on *Arioch and Belshazzar*, in the *Journal of Sac. Lit.*, January 1862, pp. 409—412.)

BEL-te-shaz'zar. Dan. i. 7. This was the Chaldaean name given to the prophet Daniel on his elevation to office at the court of *Nebuchadnezzar*. Dr. Hincks says, in a communication with which he kindly favored us, March 22nd, 1862,—“The original form was, probably, = *BIL-tis-uzur* [*BEL* has formed a prophet, or wise man]. I have never met the word *tis*; but infer from its occurrence in this name, that it signified a prophet or wise man.”

E-vil-Mer-o'dach. 2 Kings xxv. 27. “The fool (i.e. worshipper) of

Merodach. (*Gesen. Lex.*, p. 20). Our author adds:—"As to the signification, *Merodach* is the name of a Babylonian idol, and *Evil* in Hebrew signifies *fool*; but it may be taken for granted that some other noun of Assyrian or Persian origin is concealed in it, which the Jews moulded so as to resemble their own language; perhaps pleasing themselves in calling, for the sake of derision, the king of their oppressors 'the fool (worshipper) of *Merodach*.'" Compare the title assumed by the false Messiah, in the 19th year of Adrian's reign, A.D. 136, in allusion to Balaam's prophecy, (Num. xxiv. 17), viz., *Bar-cocab*, the son of *a star*; but he was afterwards derisively styled by the Jews, *Bar-cozba*, the son of *a lie*. In like manner Antiochus *Epiphanes*, or *the illustrious*, was deservedly called by his own subjects *Epimanes*, i.e., *the madman*. And one of the kings of Egypt who ascended the throne B.C. 170, under the title of Ptolemy *Euergetes II.*, i.e., *the benefactor*, was nick-named *Physcon*, *big-belly*, on account of his corpulency. (See further under *NECHO*). *Evil-Merodach*, the son and successor of Nebuchadnezzar, B.C. 561, only reigned about two years, when he was murdered by a "Babylonian noble married to his sister, who then seized the crown. According to Berosus, *Evil-Merodach* provoked his fate by lawless government and intemperance. Perhaps the departure from the policy of his father, and the substitution of mild for severe measures, may have been viewed in this light." (*Dr. Smith's Dictionary*, p. 594). His clemency and honourable conduct towards Jehoiachim, the captive king of Judah, are certainly deserving of praise, but might have exposed him to the contempt of the Babylonians.

Be-ro'-dach-Bal'adan, 2 Kings xx. 12; or *Me-ro'-dach-Bal'adan*, Isaiah xxxix. 1. Dr. E. Hincks reads this name on the monuments "MARDUK-bal-idin, i.e., MARDUK [*MERODACH*] *has given a son*." (*Journal of Sacred Literature*, July 1854, p. 398.) Dr. Oppert renders it—"Maridukh pallu danna." (Roediger in *Gesenius's Thes. Ad.*, p. 98. "The name of *Merodach-Baladan* has been clearly recognized in the Assyrian inscriptions. It appears under the form of *Marudachus-Baldanes*, or *Marudach-Baldan*, in a fragment of Polyhistor, preserved by Eusebius (*Chron. Can. pars. i. v. 1*); and under that of *Mardoc-empad* (or rather *Mardoc-empal*) in the famous "Canon of Ptolemy." Josephus abbreviates it still more, and calls the monarch simply "*Baladas*." (*Antiq. Jud. x. 2. § 2*.) * * * * In the second Book of Kings he is styled

"the 'son of Baladan'"; but the inscriptions call him "the son of *Yagin*;" whence it is to be presumed that Baladan was a more remote ancestor. * * * * From the time of Sargon, Merodach-Baladan and his family were the champions of Babylonian independence, and fought with spirit the losing battle of their country. The king of whom we are here treating sustained two contests with the power of Assyria, was twice defeated, and twice compelled to fly his country. His sons, supported by the king of Elam, or Susiana, continued the struggle, and are found among the adversaries of Esar-Haddon, Sennacherib's son and successor. His grandsons contend against *Asshur-bani-pal*, the son of Esar-Haddon. It is not till the fourth generation that the family seems to become extinct, and the Babylonians, having no champion to maintain their cause, contentedly acquiesce in the yoke of the stranger. (Extracted from Professor Rawlinson's elaborate account of Merodach-Baladan in *Dr. Smith's Dicty.* Vol. II. pp. 331-2.)

Môr'de-cai. Esth. ii. 5. Dr. Roediger in *Ges. Thes. Ad.* p. 98, attempts no explanation of this name, but simply says—"Maridukhai, a proper name [which] Oppert has found in the Babylonian Cuneitic inscriptions, *Zeitschr.* l. c. p. 595." Nor is there a satisfactory derivation given in *Dr. Smith's Dictionary*, although the opinion of Gesenius, who connects it with the Babylonian idol *Mardock*, is controverted on the ground of its being given under a Persian dynasty. We do not, however, consider this quite conclusive, and would suggest the probability of its being the Babylonian equivalent of the Hebrew *Joah*; and that the first part is an abbreviation of the name of the god *Merodach*, the same as the Heb. Jo = JEHOVAH, and the latter element the word for *brother*, common to both languages. Professor Rawlinson says, in a recent communication with which he has favored us—"The Hebrew derivation, '*pure myrrh*,' does not seem worth much. I should suspect an Arian origin to the name," &c. Mordecai, the foster-father of Esther, was "the deliverer, under Divine Providence, of the Jews from the destruction plotted against them by Haman, the chief minister of Xerxes, the institutor of the feast of Purim, and probably the author as well as the hero of the book of Esther, which is sometimes called the book of Mordecai." (*Dr. Smith's Dicty.* Vol. II. p. 419.)

Neb-u-chad-nez'zar. 2 Kings xxiv. 1.; *Neb-u-chad-rez'zar.* Jerem. xxv. 9; Ezek. xxvi. 7. Dr. Hincks reads this name "NABU-*kudur-*

‘zuzhur,’ i.e., NEBO has formed *soldier*, or a *warrior*.” (*Journal of Sac. Lit.*, Jan. 1862, p. 408.) Dr. Roediger says—“In the Babylonian inscriptions and on most of the bricks this name is read *Nabukuduruser*. (*Ges. Thes. Ad.* p. 98.) But the latest authority in *Dr. Smith’s Dicty.* p. 481, adds, Nebuchadnezzar was the greatest and most powerful of the Babylonian kings. His name, according to the native orthography, is read as NABU-*kuduri-utsur*, and is explained to mean “NEBO is the protector against misfortune,” *kuduri* being connected with the Hebrew *Chedor*, ‘trouble,’ or ‘attack,’ and *utsur* being a participle from the root *natsar*, ‘to protect.’ The rarer Hebrew form, used by Jeremiah and Ezekiel, Nebuchadrezzar is thus very close to the original. (See further in *loco.* pp. 481-4.)

Neb-u-shas’ban. Jerem. xxxix. 13. Worshipper of *Nebu*. This name is compounded of *Nebo*, *Mercury*, and *shazban*, a *worshipper*. He was the chief eunuch at the court of Nebuchadnezzar, and appears from his title *Rab-saris*, to have been present at the capture of Jerusalem on the night of the eleventh month Tammuz, B.C. 588.

Neb-u-zar’a-dan. 2 Kings xxv. 8. This name is erroneously rendered in *Gesenius’s Lexicon by Tregelles*, p. 526, “*Mercury’s leader, lord*.” i.e. the leader whom Mercury favours, as if Hermianax; compound of NEBO, *sar*, a *prince*, and *adan*, i.q. *adon*, *lord*. The middle element cannot be the word for *prince*, having *z* (*zain*) not *sh* (*shin*); and we think it is almost certain that the ending is the same as in Mero’dach-Baladan, Nebo-Baladan, &c. But as Dr. E. Hincks suggested to us (Feb. 21, 1862), the name NEBUZaradan “may mean ‘NEBO has given seed,’ i.e. a *child*; as the word for ‘seed,’ *zara* is often written *zir* in Assyrian; the *ayin* [*a*] being (as the *aleph* often is when final) unsounded.” Nebuzaradan was *Rab-tabbachim*, i.e. *chief* of the body-guard, or *chief* of the slaughterers, and apparently held the same rank in the Babylonian army as *Tartan* in the Assyrian. He was sent by Nebuchadnezzar soon after the capture of Jerusalem, B.C. 588, to carry off the remaining treasures of the temple and city, demolish the fortifications, and completely destroy the city by fire. He also released the prophet Jeremiah from his chains at Ramah, according to the previous instructions of his royal master. Professor Rawlinson has shown in his *Five Great Monarchies*, pp. 176-8, that although the god *Nebo*, whose name forms the initial element in the last three Biblical names, “was in special favour with the kings of the great Babylonian empire, who were mostly

named after him, and viewed him as presiding over their house"—
 "there is nothing to prove the early worship of Nebo. His name does not appear as an element in any royal appellation belonging to the Chaldæan series. Nor is there any reference to him in the records of primeval times."

Nérgal-Sha-re'zer. Jerem. xxxix. 3. *NERGAL-shar-uzur*, *NERGAL* protects *the prince*, (Sir H. C. Rawlinson); or *NERGAL-sar-yuzhur*, Nergal has formed a prince, (Dr. E. Hincks); or, according to Dr. Oppert, this name is written on the Babylonian monuments *Narikulussarusur*. "There appears to have been two persons of the name among the 'princes of the king of Babylon,' who accompanied Nebuchadnezzar on his last expedition against Jerusalem. One of these is not marked by any additional title; but the other has the honourable distinction of Rab-mag, and it is to him alone that any particular interest attaches." (See further, *Dr. Smith's Dicty.* Vol. II. pp. 500-1.

W. G. H.

ERRATA.

- Page 270, for *Dicty.*, read *Dicty.*, line 7 from top.
 " 273, for *Iaba-Merodach*, read *Irba-Merodach*, line 10 from bottom.
 " 274, for *Cathæin*, read *Cuthæin*, last line.
 " " for *Samania*, read *Samaria*, last line.

THE PHYSICS OF THE EARTH.—No. II.

The more fully the forces of nature are examined the more convinced the mind becomes of the *Simplicity of the Divine operations* and of the *Unity of Design*. Ignorance is the mother of Polytheism. How many separate phenomena referred once to separate causes, are now explained by the simple law of *gravitation*. The world as it rolls through space, the apple as it falls to the ground, insects as they float in the evening breeze, the little infant at the breast, our lungs inhaling and expiring the air, all obey the same law. Innumerable phenomena once made by the superstition of man so many deities, are now only so many consequences, or varied manifestations of the same force.

Again, it should be remembered that man is not the creator of any *new* force. He may at his will, by the help of science and scientific instruments, *direct* them, *exchange* them or *modify* them, but he can neither *create* them, nor *destroy* them. The mechanical instruments only appear to create force, but what is gained in one way is lost in another. If a lever is put under a weight, the hand which applies the *power* has to pass through a space so much larger than the space through which the *weight* is moved as the weight is greater than the power applied. If a cask is

rolled up an inclined plane, one man may do the work of ten men, but it occupies him ten times longer to do it. Natural phenomena seem to begin and end in motion. In interchanging so much of one kind of force for another, motion seems to be the standard, as gold in some countries and silver in others is the commercial standard. If we stop a body in motion heat is produced, and per contra heat produces motion, as when water boils or air is made to circulate, or steam causes the machine to revolve. If by motion I strike a bar, motion is arrested in my arm, but vibration (motion) is produced in the bar, shewing itself by sound. Friction is but the stoppage of motion, and friction produces heat. Stop a carriage wheel in motion by friction, and heat appears, measuring in its amount the amount of such stoppage; oil the wheels, there is more motion, but less friction, less heat. All this illustrates the interchange between so much of one force for so much of another.

Ex. 1. Rub a piece of sealing-wax, or better still, a stick of gutta-percha, friction retards heat, heat produces electric action, electric action attracts this pith-ball suspended from a silk thread, or draws after it this slight paper wheel. Ex. 2. If I wind up a clock, i.e., if I expend a certain amount of physical force which I have got from my breakfast and dinner upon that clock, the pendulum will oscillate for a week with its everlasting tick-tack, the hands will keep moving round, and the hours will strike as the weights continue to descend gradually, until all the energy which I have impressed upon it shall have become exhausted that day sennight. But if at the *beginning* I cut the strings (or if at the *end* of the week, instead of winding up the clock, I hit it up bodily, so that the weights are as high from the ground as if I had wound up the clock, and then cut the strings,) there is no tick-tack for a week, but the weights fall with a loud crash, the walls of the room shake, or if by falling upon a hard inelastic stone, the walls are not so shaken, and the windows do not so rattle, but the difference is paid in heat, observable and measurable at the point of contact between the lead weight and the stone on which it fell. Numerous illustrations might be given of the law of equivalents. There seems to have been originally impressed so much force, the aggregate of which may have remained unalterable, but the mode of its development is for ever continually changing. There is a great barter-table hung up in the workshop of nature. As so many pence stand for so many shillings, and so many shillings for so many pounds, so heat and light, and chemical force, and chemical affinity, and electricity, are all convertible powers. Sometimes their force is hidden, sometimes it is active. See it now latent and growing in that crop of oats, see it now in the nerve-power of that galloping horse. And when it is exhausted in that jaded animal, transfer it from that rack of oats where it lay hidden since it was reaped. See it again in the giant forest, hidden as light and heat, until set free by the muscular arm of man, it warms your rooms and boils your kettles, or propels your engines. But more convincingly than all, trace this law of equivalents in the circle of the galvanic battery. First as the acid acts upon the metal, there occurs chemical action in the trough, then slightly break the circle of the wire and there are seen sparks of *fire* and *heat*. Let the electric current traverse a coil on its road, and there is a magnet temporarily produced, the needle is turned right and left, there there is a *motion*, or, by a little arrangement, *sound* in the alarm bell.

But nothing better illustrates the simplicity of the Divine operations, and the unity of mind, than the chemical processes of nature. How many thousands of different plants are there, and yet all this endless variety is produced by the manipulation of but four elements—one solid and three gases! Or, take two simple gases—oxygen and nitrogen. By these two elements the atmosphere is composed, as well as nitric acid which gives gun-cotton its fearful qualities. A piece of ordinary cotton is placed by the side of gun-cotton: they look alike: but touch each with a spark—the latter vanishes! How vast are the operations performed by oxygen alone! Let us watch its restless movements when once set free. Look at the burning coal—call it carbon; it burns, and flame is observed. This means that two atoms of this restless oxygen lay hold of one unfortunate atom of carbon; those which you observe in the smoke are runaways. Each atom of carbon united to two of oxygen become carbonic acid; and as the three, so combined, occupy a smaller space than they did before, they part with the heat they contained somewhat as a sponge, holding water, does when squeezed. Oxygen is always on the look-out for work. It dances about in the air. It seizes the wick of a candle. It tumbles down open mouths, awake or asleep, and finding itself in the branching tubes of the lungs in contact with a large net-work of minute blood vessels, our adventurer boldly bursts into these vessels, and is carried into wider channels, till it comes into the region of the heart, when it is driven by its force into the most delicate and distant texture of the frame. And for what purpose? There is an ever-accumulating waste in the body. I cannot move my arm, I cannot exert any effort of my brain without causing a certain amount of waste somewhere in my system, and this waste must as imperatively be removed as the dust from a fire-grate, or the refuse of a slate-quarry. And so each couple of these adventurous atoms of oxygen, like a brace of constables, lay hold of an atom of carbon, the waste, and bundling it along the little and bigger veins force it at last, as carbonic acid, to the lungs, and it is breathed out into the air. From human lungs alone in Great Britain every day as much as 40,000 tons of waste carbon, it has been calculated, is thus thrown upon the air, to say nothing of animals and furnaces. If all this was brought from America, it would, a writer has computed it, require 4 Great Easterns every day to support the breathing of human beings in England. Then where does it come from? I will answer the question by asking what becomes of all this carbonic acid gas? The answer illustrates the *simplicity of means*. Man gets it from the plants, and gives it back to the plants. Man feeds on carbon, and the vegetable world feeds on carbon. How do we get it? The costermonger brings it, and the butcher brings it to our doors. But how does the plant? It is fast stuck to the soil, and cannot travel in search of it, and the carbon has neither legs nor wings to go to it. Here it is that that wonderful oxygen does it a service. Carbon is heavy, but oxygen having, as you saw, joined with it, and bearing carbonic acid gas, as soon as it is breathed forth from the lungs, rushes forth in every direction in the character of a carrier and go-between. Part of it is absorbed in the rain, and falling at the roots of plants is taken up by the plant vessels; another part floats in the air, and coming in contact with the little mouths of the leaf, enters them. The plant under the power of sunshine asks the carrier to lay down its burden, and

thus the carbon is left at the service of the plant, and oxygen is free for new work or new mischief, as the case may be. Can anything be more wonderful than this beautiful arrangement which carries away the carbon or waste charcoal where its presence would injure animal life, to places where it is absolutely wanted for the purposes of life?

Another remarkable fact must be mentioned respecting this busy agent, this friend of animal life, this enemy of Insurance offices. There is just that proportion existing *in the air* necessary for the carrying on the purposes of the outside world. And yet this amount is just the overplus, a trifling infinitesimal after all the rocks have been supplied, for the great bulk is all safely locked up in geological rocks, and ocean, while we all subsist upon the little that is left floating in the air. It would require no great alteration of present relations to liberate the incarcerated oxygen, and the whole world would be enveloped in a flame. Ex. 1.—In this piece of solid chlorate of potash, oxygen is thus locked up; put a few grains into a little test tube over a spirit lamp, it gives up the oxygen as can be shewn. Ex. 2.—A light applied to this gunpowder causes a sudden flash, which is occasioned by the sudden disengagement of oxygen. Ex. 3.—Apply a drop of sulphuric acid to a mixture of loaf-sugar and chlorate of potash, and the oxygen has suddenly escaped, leaving a mass of charred charcoal.

EDUCATIONAL SYSTEMS AND PROGRESS IN THE NINETEENTH CENTURY.

III.—THE MADRAS SYSTEM.

ITS METHODS.

The principles on which Dr. Bell would have the instruction of children conducted are excellent, and so are many of his devices. To the latter he justly attached less importance than to the former, preferring that the working out of a principle should be left to the teacher himself, who, he says, should be “a man of many devices.” Here is practical wisdom. No teacher should allow himself to be the slave of routine. Let him have principles and keep to them; but let his application of principles be determined by his circumstances. He will often find that where one device—successful in other cases—fails in a particular one, another will succeed; his principle meanwhile working in all. That the instruction in Bell’s System degenerated into a system of rote, was the fault of the agent, rather than of the principles and methods.

The most essential thing to secure the pupil’s attention and exertion is to excite his interest in the work he has to do. This then is Bell’s aim.

1. The pupil must have something to do in every lesson. This Bell partly secures by requiring every lesson to be prepared by the pupil, with or without assistance, before bringing it up to the class. He also lays great stress on *writing*, both in

the preparation and reproduction of lessons. "This gratifies," he says, "the love of activity inherent in the young mind."

2. A definite portion of work must be assigned to be mastered in each lesson. The advantages of this are, that the pupil, knowing how much he is expected to master, works with greater energy, and as he is better able to mark his own progress, he works under greater encouragement.

3. It is necessary that all the initiatory processes be learnt thoroughly, and, in fact, that every lesson—in any way necessary to the understanding of those that follow it—be fully mastered. "Without this the pupil is as one stumbling in the dark." Hence, no lesson or book in the earlier stages should be passed until well learnt. By the practice of passing through lessons without mastering them, "a load," he says, "of toil and tedium is laid up; and the scholar, conscious of his imperfect and slow progress, and puzzled and embarrassed by every lesson, everywhere feels dissatisfied with the irksomeness of his daily tasks, and alike disgusted with his master, his school, and his book."

4. In order to this thoroughness there must be a system of repetition. Unless frequently repeated the impressions made on the memory wear off. The impression made by one or two perusals, or one or two practices of a lesson, are very weak; but even where well learnt they die out, or the power is lost, unless frequently recalled. To obtain repetition without sameness, one requisite, according to Bell, is so to graduate the lessons that every step may prepare for, and, as it were, anticipate the following step. Another is to combine the new matter of the lesson with the old, by which means, while making fresh acquisitions, he is not losing those made before. But both these will be ineffective unless joined with recapitulation, or the going over an entire series of lessons a second or third time, but more rapidly than in the first working. The danger to be guarded from—especially in reading lessons—is their becoming simply memoriter.

(B.) The application of these principles to the several subjects of instruction may now be detailed.

1.—*Reading.*

Irrespective of the number of classes, which would depend on the size of the school, there are five marked stages in Bell's System, each more or less distinguished by differences of method—Alphabetic, Monosyllabic Reading, Monosyllabic Spelling, Easy Reading, Bible Reading. The methods or devices were of two kinds—individual and class. The individual were confined to the first three stages, and were employed chiefly in the preparation of lessons afterwards to be heard in the class. Two children, one a tutor, the other a pupil, were placed side by side, the one to teach the other to learn the appointed lesson. The method was to teach to read by first teaching to write. As the first difficulty encountered by a pupil in learning to read is that of distinguishing letters and words, Bell aimed to overcome it by bringing the hand to the aid of the eye. Here he shows himself to be a practical teacher, and not a mere theorist. The attempt to produce a thing by the hand gives greater keenness of observation, and impresses the thing more permanently on the memory.

The alphabet was grouped into a series of lessons, the letters being arranged

according to their simplicity of form. When the alphabet was mastered, all possible combinations of two letters, a vowel and a consonant, formed another series, before the pupil was thought fit to pass from the alphabet stage. Each lesson consisted of three steps. The letters were traced, imitated, and at last produced from memory.

The second stage in the learner's course was to read interesting stories in words of one syllable. The Doctor attached much importance to the scholars becoming early familiar with all monosyllabic words because of their recurring so frequently; and his making the first lessons interesting stories was intended to lessen the sense of irksomeness necessarily attendant on the first stages of a new subject. Each lesson was prepared on the *individual* method. It was first written, then spelt on the book, and then with the book closed. This formed the first step. Then the children were assembled in class, and the lesson was read, first word by word in turn, then by sentences or lines—a pause being made after every word, for the twofold purpose of securing clear enunciation, and of impressing the words more distinctly on the eye. Then the books were closed and the lesson spelt through, after which it was again written on slates.

The third stage consisted in the scholar learning to spell all the syllables that enter into the composition of words. He offers two reasons, for what is so unnecessary, so irksome, and so unintelligent a practice: "Children so taught will not be able to learn by rote; and henceforth they will be able, with little trouble, to read any book put into their hands." This reason is similar to that urged for the phonic method; and in both cases there is but one answer—that it is familiarity with whole words, obtained by frequently seeing them, that enables anyone to read them at a glance.

The fourth stage introduced the learner to such easy reading as was supplied by the narratives of the New Testament. Here "previous spelling" and "individual teaching" disappear. The methods are—word about, then by phrases—"because," as the Doctor says, "the power to analyse a sentence into its parts, is necessary to reading with intelligence;" then by sentences, and lastly by pauses. This course was followed by spelling with book closed, and by a memoriter examination.

The fifth stage introduced the learner to the Bible. The methods employed were the same as before, with the omission of word about.

2.—*Writing.*

The views of Bell and of Locke on teaching to write may be taken as expository of the practices of the 17th and 18th centuries—a period, according to Lord Palmerston, marked by good writing. No doubt the *good* writing—in which the schools of the old masters excelled—was owing, in great measure, to their observance of the rules of Bell and the plans of Locke. According to Dr. Bell, writing should be taught on the principle of learning to do one thing at a time. The first thing to be learnt is the management of the hand, then of the pen; and as these are sufficiently difficult in themselves, they ought to be mastered before the forms of the letters are attempted.

(To be continued)

SCHOOL STATISTICS.—REVISED CODE.

The following statistics have been furnished by the British and Foreign School Society in illustration of the results of the examinations of schools under the new Code. The localities are widely separated, and the figures may be taken as a specimen of the general results in the districts represented.

In *Lancashire* some of the larger schools present a very favourable return, both in a money and educational aspect. Thus in one school we find the following:—Present on the day of Inspector's visit, 190; eligible for examination, 122; of these, 110 were present; 4 only failed in reading, and 6 in arithmetic. In another school there were present on the day of Inspector's visit, 418; eligible for examination, 318; number passed, $312\frac{1}{2}$, or $98\frac{1}{4}$ per cent. Again,—number eligible for examination, 204; actually present, 186; passed, $173\frac{1}{2}$, or 93 per cent. The following unfavourable return was, we understand, to be attributed to a want of judgment on the part of the teacher:—Eligible for examination, 103; actually present, 89; failed in reading, 12; in writing, 19; in arithmetic, 40.

One school in *Northumberland*, the particulars of which have been received, stands thus:—Boys, average attendance, 131; presented for examination, 98; failures in reading, 1; in arithmetic, 1; deducted on account of the position of the parents, 4. In the girls' school, average attendance, 121; presented for examination, 115; deducted on account of parents' position, 15; sum received for both departments, £140 13s. 4d. The disparity between the average attendance and the number presented in the boys' school is reported to have arisen from the fact that the inspection took place soon after the harvest holidays.

From *Devonshire* we learn that, in a school situated in a large town of that county, there were, boys eligible for examination, 182; present at the inspector's visit, 143; of these, 5 failed in reading, 1 in writing, and 6 in arithmetic, being rather over 97 per cent. that passed. In the girls' department, out of 88 presented, 5 failed in writing, and 21 in arithmetic, being 90 per cent. passed. Infants' department, presented for examination, 19; failed in reading, 3; in arithmetic, 8; under six years of age, attending 200 times, 98. Total grant, £172 2s. 5d.

The following, from *South Wales*, relate to schools in the rural districts with two exceptions:—Average attendance, 89; presented for examination, 81; failed in reading, 6; in writing, 10; in arithmetic, 18; infants under six years of age claiming the grant, 8; amount received, £48 5s. 4d., or 10s. 10d. per child on the average attendance. In another rural school, average attendance, 96; presented for examination, 94; failed in reading, 4; in writing, 7; in arithmetic, 9; amount received, £54 8s., or 11s. 4d. per child in average attendance. A town infant school is thus reported on:—Average attendance, 131; presented for examination, 42; failed in reading, 6; in writing, 2; in arithmetic, 6; number under six years of age for whom the grant was claimed, 38; amount received, £33 8s. 9d., being about 8s. 2d. per child on the average attendance. In a mixed school in the "Ironworks district," the results stand thus:—Average attendance, 226; presented for examination, 169; failed in reading, 37; in writing, 59; in arithmetic, 27; infants under six years of age claiming payment, 47; total amount received, £111 13s. 6d. The next is from a town partly manufacturing,—average attendance,

162; presented for examination, 120; failed in reading, 6; in writing, 10; in arithmetic, 24; 3 were deducted, not fulfilling terms of Article 4. Infants, 18 claiming the grant; total amount received, £80 5s. 4d.

From a good school in *Oxfordshire* we learn that of *boys* the average attendance was 145; presented for examination, 129; failed in reading, 12; in writing, 3; in arithmetic 1; deducted on account of the position of the parents, 9; infants claiming payment, 9. In the *girls'* school the average attendance was 131; presented for examination, 127; failed in reading, 9; in writing, 4; in arithmetic, 2; infants claiming payment, 13; total received for both departments, £160 ls. 4d.

MINUTE OF COUNCIL ON ENDOWED SCHOOLS.

The National Society have proposed a form of petition to the House of Commons against this minute, which proposes, after June next, to reduce, by the amount of any annual endowment belonging to a school, the payment to which any such school may be entitled out of the money voted by Parliament in aid of elementary education. The purport of the petition is that such reduction is both unjust and impolitic.

"That the minute is especially unjust with regard to those endowed schools, such as are commonly to be found, in which a certain number of children are, by virtue of that endowment, admitted to the school without payment; inasmuch as in such cases the endowment stands in lieu of school fees.

"That the minute is impolitic, as calculated to prevent for the future the founding or bequeathing of endowments for elementary schools.

"That the proposed minute will affect with peculiar hardship several hundreds of small schools in rural districts, the adequate maintenance of which class of schools in a proper state of efficiency is a matter of very great difficulty.

"That the Revised Code, as accepted by your honourable House in 1862, was regarded by your petitioners as a settlement of the terms on which the parliamentary grant for education was to be distributed; and they deprecate frequent changes in the minutes regulating such distribution, unless a clear case be made out for such changes—for which, however, in the present instance no reason has been alleged.

"Your petitioners therefore pray that the said minute of May 19, 1863, may not come into operation, but that the minute of the Revised Code on the subject of endowed schools, as agreed to by your honourable House, may continue in force, by which minute it is provided that no school in which the endowment exceeds 30s. per scholar per annum shall receive annual aid from the parliamentary grant for education.

"And your petitioners," &c.

SYLLABUS FOR MALE CANDIDATES.

The scale of marks, and the general subjects of examination in December, 1864, remain as they appear in the November number, 1862, and the February number, 1863, of this publication, which should be consulted.

The *special* subjects are :

1. Holy Scripture—*First year, St. Luke's Gospel, c. i—xii. Second year, Epistles to Timothy and Titus.*
2. Grammar and Composition—*First year, I. Book of Wordsworth's "Excursion."*
Second year, Milton's "Paradise Lost," Book I., or Shakespeare's "Henry V."
3. Geography—*First year, South America.*

SYLLABUS FOR FEMALE CANDIDATES.

A subjoined letter will indicate a slight alteration in the relative value of marks attached to drawing and music. For the general subjects read our November number, 1862, and February number, 1863.

The *special* subjects are :

1. Holy Scripture—*First year, St. John. Second year, I. Epistle of St. Peter.*
2. Grammar and Composition—*First year, the last Book of Cowper's "Task," or Goldsmith's "Traveller" and "Deserted Village" (together). Second year, I. Book of "Paradise Lost," and from the first Book of Wordsworth's "Excursion."*

CIRCULAR TO NORMAL SCHOOLS FOR MISTRESSES, ENCLOSING SYLLABUS FOR 1864.

Education Department, Council Office,
Downing Street, London, S.W.,
5th January, 1864.

CHRISTMAS EXAMINATION, 1864.

Sir,—In transmitting to you the enclosed Syllabus of Examination for December, 1864, I am directed to call your attention to a slight change in the number of marks assigned to some of the exercises, viz. :

Grammar and Composition	receive	90	instead of	100
Music	"	40	"	50
Drawing	"	40	"	20

The sum total of marks for all the subjects collectively which enter into the examination remains unaltered.

My Lords have requested the Department of Science and Art to endeavour so to frame the examination of Female Students in Drawing as to connect the latter subject both with Penmanship and the power of using the black board.

In certain of the manufacturing parts of the kingdom Drawing has a direct influence on the employment of girls; but, independently of this consideration, it is calculated to improve the qualifications of elementary teachers for their ordinary duties, by enabling them to write better, and to delineate large letters, numbers, and diagrams correctly on the black board.

I have the honour to be, Sir,

Your obedient servant,

R. R. W. LINGEN.

ARITHMETIC.

EXAMINATION OF CANDIDATES FOR ADMISSION INTO NORMAL SCHOOLS, CHRISTMAS, 1863.

(See page 283, January No. for 1864.)

SECTION I.

No. 1. Read Cornwell's "Science of Arithmetic," pp. 32-5, 8th edition. Also, Tate's Arithmetic, § 11; or Barnard Smith (edition 1857) p. 9.

No. 2. Multiplicand $= \frac{7,467.350}{927} = 8050$

No. 3. Cornwell, pp. 339-40. Barnard Smith, p. 10.

SECTION II.

No. 1. 32 gallons $3\frac{1}{2}$ qts. $= 32\frac{1}{2}$ gallons.

$\therefore$ Price $= 1.9 + 32\frac{1}{2} = £2\ 17s. 6\frac{3}{4}d.$ —Ans.

No. 2.

10 cwt.	$\frac{1}{2}$ ton	3 10 6
		7
4 cwt.	$\frac{1}{5}$ ton	24 13 6
2 qrs.	$\frac{1}{3}$ of 4 cwt.	1 15 3
14 lbs.	$\frac{1}{2}$ of 2 qrs.	0 14 1 $\frac{1}{2}$
7 "	$\frac{1}{2}$ of 14 lbs.	0 1 9 $\frac{3}{4}$
4 "	$\frac{1}{4}$ of 2 qrs.	0 0 5 $\frac{3}{8}$
		0 0 2 $\frac{1}{16}$
		0 0 1 $\frac{1}{2}$
		£27 5 4 $\frac{8}{112}$

No. 3.

DUODECIMALLY.

*3 yds. 2 ft. 9 in. $= 11\ 9$
 1 yd. 2 ft. 6 in. $= 5\ 6$

$$\begin{array}{r} 58\ 9 \\ 5\ 10\ 6 \\ \hline 64\ 7\ 6 \end{array}$$

DECIMALLY.

11 ft. 9 in. $= 11.75$
 5 ft. 6 in. $= 5.5$

$$\begin{array}{r} 5875 \\ 5875 \\ \hline 64.625 \\ 12 \\ \hline 7.500 \\ 12 \\ \hline 6.000 \end{array}$$

*Cornwell, § 482.

The answer reads thus. 64 sq. feet $7\frac{1}{2}$ sq. inches. It would be absurd to multiply £ s. d. by £ s. d., because we have no such quantities as square £, square shillings, &c., &c.

Note. Q. 3. Cornwell, pp. 274-5 will supply much useful information on this subject. Barnard Smith, art. 139, and Tate's Geometry.

SECTION III.

No. 1.	(a)	(b)	(c)
	$\begin{array}{r} .007)7\cdot000 \\ \hline 1000 \\ \hline \end{array}$	$\begin{array}{r} 1\frac{1}{3} \div 3 = \frac{4}{3} \times \frac{1}{3} \\ = \frac{4}{9} \end{array}$	$\begin{array}{r} \frac{5}{7} \div \frac{1}{2} \text{ of } \frac{3}{8} = \frac{5}{7} \times \frac{1^6}{3} \\ = 3\frac{1}{7} \end{array}$

No. 2.	(a)	(b)
	$\begin{array}{r} .608 \\ 8 \\ \hline 4\cdot864 \\ 220 \\ \hline 190\cdot080 \\ 3 \\ \hline .240 \\ 12 \\ \hline 2\cdot880 \end{array}$	$\begin{array}{l} 1^5_7 \text{ of an acre} = 1^5_7 \times 4840 \text{ sq. yds.} \\ = 1423 \text{ sq. yds. } 4\frac{1}{7} \text{ sq. ft.} \end{array}$

Ans. 4 furlongs, 190 yds. 288 in.

SECTION IV.

No. 1.

4 women = 3 men	}	men men days days
1 " = $\frac{3}{4}$ "		

And 1 woman + 1 man = $1 + \frac{3}{4} = 1\frac{3}{4}$ men } $\therefore 1\frac{3}{4} : 3 :: 56 : 96$

No. 2.

2 acres = 2×4840 sq. yds.

$\therefore$ length = $\frac{2 \times 4840}{66} = 146\frac{2}{3}$ sq. yds. Ans.

No. 3

$10 \times 6 = 60$	} $\therefore$ Average sum paid	by each child per	} = $978\frac{1}{2}$
$80 \times 4 = 320$			
$104 \times 3 = 312$			
$75 \times 2 = 150$			
$91 \times 1\frac{1}{2} = 136\frac{1}{2}$			

week } = 360

No. of children 360 $978\frac{1}{2}$ = $2\frac{1}{3}$. Ans.

SECTION V.

No 1. Not sufficient data given. The rate per cent. omitted. On this question read Barnard Smith, art. 166, notes 2, 3, and Cornwell, articles 381, 552-3.

No. 2. Int. on £100 at 5 per cent for 7 months = $\frac{100 \times 7 \times 5}{100 \times 12} = \text{£}12\frac{35}{12}$

$\therefore$ £100 $\frac{3}{4}$: £760 :: 100 : £738 9s. 2 $\frac{1}{4}$ d. Ans.

Note. Barnard Smith, arts. 167-8; Cornwell, arts. 384-8; Colenso, arts. 97-99.

- No. 3. £2½ is obtained annually by £97
 ∴ £1 “ “ £ $\frac{97}{3\frac{1}{2}}$
 And £100 “ “ $\frac{97}{3\frac{1}{2}} \times 100 = £2771\frac{3}{4}$. Ans.

SECTION VI.

- No. 1. (a) $\sqrt{3\cdot00000000} \quad 1\cdot7320$
 1
 27 200
 189
 343 1100
 1029
 3462 7100
 6924
 34640 17600
- (b) $\sqrt{0\cdot45000} \quad 212+$
 4
 41 50
 41
 422 900
 844
 56

No. 2

$$\begin{array}{r} \sqrt[3]{128\cdot024064} \\ 125 \\ \hline 50^2 \times 3 = 7500 \\ 58 \times 3 \times 4 = 600 \\ 4^2 = 16 \\ \hline 756016 \end{array} \quad \begin{array}{r} 3024064 \\ \hline 3024064 \end{array}$$

Note. Tate's method of solving the cube root (art. 76 of his Arithmetic) is one of the best.

- No. 3. The solidity is the same in both cases
 ∴ $5 \times 1296 \times \text{thickness} = 3^2 \times \cdot 7854 \times \frac{1}{8}$
 $\therefore \text{thickness} = \frac{3^2 \times \cdot 7854 \times \frac{1}{8}}{5 \times 1296} = \cdot 0001363 + \dots \text{Ans.}$ inches

SECTION VII.

- No. 1. Long-hand travels 12 times faster than Short-hand
 At 3,30' L H is $12\frac{1}{2}$ minutes in advance of S H,
 While S H would be $17\frac{1}{2}$ minutes or spaces from 12,
 And while L H is moving round till it meets S H,
 S H has advanced a certain distance beyond 4 o'clock.
 Now L H travels from 3.30 to $17\frac{1}{2}$ minutes beyond the 12
 + the distance S H has gone since 3.30
 ∴ $47\frac{1}{2} + \text{distance S H moves} = 12 \times \text{distance S H moves}$
 or 11 times distance moved by S H = $47\frac{1}{2}$
 ∴ 1 “ “ = $\frac{47}{11} = 4\frac{7}{2}$
 ∴ The time is $3,30' + 12 \times 4\frac{7}{2} = 4 \cdot 1\frac{9}{11}$.

No. 2. No. of grains troy = $\frac{500,000}{3_{19}} \times 480$
 And No. of lbs. avoirdupois = $\frac{500,000}{3_{19}} \times \frac{480}{7000} = 879 \frac{1}{2}$ lbs.

Note. 7000 grains avoirdupoise equal = 3 tons 18 cwts. 1 qr. 2½ lbs.
1 lb. troy. Ans.

No. 3. If B give A $\frac{1}{11}$, then he has left $1 - \frac{1}{11} = \frac{10}{11}$
 $\therefore$ C has $(\frac{1}{11} + \frac{1}{11}) + £300 = \frac{2}{11} + £300$
 But the 3 shares. $\frac{1}{11} + \frac{1}{11} + \frac{2}{11} + £300 = £2850$
 or, $\frac{2}{11} = £2550$
 and $\frac{1}{11} = £1275$
 $\therefore$ A's share $= \frac{1}{11} \times 1275 = 695 \frac{5}{11}$
 B's " $= \frac{1}{11} \times 1275 = 579 \frac{1}{11}$
 C's " $= A + B + £300 = \overline{£1275} + 300$
 $= £1575$

Note. In this question it will be observed that A is not to have $\frac{1}{11}$ ths more than B, but $\frac{1}{11}$ ths of B's share.

Н. Н.

General Examination of Normal Schools.
Christmas, 1863.

THE BIBLE.

FIRST YEAR.—MALES.

Three hours allowed for this Paper.

You are not permitted to answer more than *one* Question in each Section. Acting Teachers may confine themselves to the Questions marked with an asterisk (*).

SECTION I.

* 1. Give an account with dates, of the events in the history of the kingdom of Judah under its first four kings.

2. Write a list of the Prophetical Books, and state what is the probable date of each, and to what periods of history the prophecies chiefly refer.

3. The wars between the children of Jacob and the children of Esau till the fulfilment of the prophecy—"It shall come to pass...that thou shalt break his yoke from off thy neck." (Gen. xlvii. 40.)

SECTION II.

1. Give an account of the chief festivals of the Jews, and of the ceremonies on the great day of Expiation.

2. The Jewish laws relating to tenure of land, and a full account of any special provisions to secure their permanence.

3. The reforms introduced into the Temple Service in the time of King David, and the most important facts in the history of the general succession in the High Priesthood.

SECTION III.

* 1. Give an account of the Transfiguration. Is this event spoken of in any other part of the Bible besides the Gospels?

2. Quote our Lord's sayings, as recorded by St. Mark, on the efficacy of prayer (xi. 22—26); the danger of riches (x. 23—27); humility (x. 42—45), (ix. 33—37); necessity of watchfulness (xiii. 33—37).

3. Give instances, as recorded by St. Mark, of our Lord's regard for the law (i. 44), (x. 3), (x. 19); of enlarged interpretation of its requirements (ii. 27, 28), (iii. 4), (x. 5—9); and of his reproof of those who misinterpreted it (vii. 1—13).

SECTION IV.

* 1. Quote the context of the words, "David, therefore, himself, calleth him Lord, and how is he then his Son?" and give the true answer to the question (xii. 37).

2. How did our Lord refute the Sadducees who denied the Resurrection of the body? Enlarge the record of St. Mark from the parrallel accounts given by St. Matthew and St. Luke (c. xii.)

3. Mention instances from St. Mark's Gospel, of the prominence given to St. Peter. How is this accounted for? (i. 16—30), (v. 37), (viii. 32, 33), (ix. 5), (x. 28), (xi. 21), (xiv. 29, 37, 54, 66—72), (xvi. 7).

SECTION V.

* 1. Explain the words—"Decapolis," "Syro-Phenician," "Ephphatha," "Hosanna," "Herodian," "The abomination of desolation spoken of by Daniel the Prophet," "Prætorium," "Corban," "The towns of Caesarea-Philippi," "Golgotha."

2. Explain these words—"scrip," "charger," "an evil eye," to "savour," "halt," "twain," to "straw," "wist," "virtue" (in the sentence "knowing in himself that virtue had gone out of him"), "ado," "straitly."

SECTION VI.

Explain three of these passages :—

"For he that hath, to him shall be given : and he that hath not, from him shall be taken even that which he hath." (iv. 25)

"He could do there no mighty work." (xi. 5)

"He that is not against us is on our part." (ix. 40.)

"Every one shall be salted with fire." (ix. 50.)

"The Gospel must first be published among all nations." (xiii. 10.)

"The veil of the temple was rent in twain from the top to the bottom." (xv. 38.)

In each case you must give as much of the context as may be necessary : and you must make your explanations in the simplest possible manner, as if you had before you a class of children who had met with the passage in their daily reading of the Gospel.

005048 (16)

